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ABSTRACT

Interinstitutional transfer of courses and credits, acceptance of the community colleges' academic transfer degrees, and steps to be taken to achieve curricular articulation were the primary focuses of a study of the academic transfer policies of Washington state colleges and universities. Data for the study were obtained from local institutional personnel and through collection of transcripts of Associate transfer degree holders and of native and transfer baccalaureate degrees. Findings of the study indicated: (1) the development of interinstitutional agreements between most community colleges and senior institutions and establishment of transcript evaluation procedures have improved articulation overall; (2) those institutions which accept the AA degree in fulfillment of general education requirements and those with well-developed evaluation procedures promote the progress of transfer students to graduation without excess credit accumulation; (3) students who transfer and graduate compare favorably with native students in terms of average grade point averages; and (4) a major impediment to a synchronized public postsecondary educational system stems from lack of agreement upon lower division course content. Recommendations for further improving articulation conclude this report. Study-related materials are appended. (JDS)

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Report No. 77-8

**CURRICULAR ARTICULATION
AND TRANSFER OF CREDIT IN
WASHINGTON PUBLIC COLLEGES
AND UNIVERSITIES**

**A REPORT
IN RESPONSE TO
SR 1976-179**

NOVEMBER, 1976

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A REPORT
IN RESPONSE TO
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TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
STUDY METHOD	3
ACADEMIC TRANSFER IN WASHINGTON:	
THE NUMBER, THE PERFORMANCE AND THE PROCESS	5
THE TRANSFER PROCESS AFFECTING ENROLLMENT	
IN THE INSTITUTION	16
THE TRANSFER PROCESS: COURSE EVALUATION	
AND RE-EVALUATION BY THE DEPARTMENT	20
CURRICULAR ARTICULATION	24
ASSOCIATE OF ARTS TRANSFER AGREEMENTS AND GUIDELINES . . .	27
TRANSFER ADVISER'S HANDBOOKS.	33
ACADEMIC ADVISING	36
CONCLUSIONS	41
APPENDICES	
A. SENATE RESOLUTION 1976-179	49
B. THE RE-EVALUATION OF A TRANSFER COURSE: INFORMATION REGARDING THE PROCESS PROVIDED BY ONE DEPARTMENT	50
C. TRANSFER COURSE EVALUATION FORMS USED BY PUBLIC FOUR-YEAR INSTITUTIONS	56
D. INTERINSTITUTIONAL AGREEMENT AMONG THE WASHINGTON STATE PUBLIC FOUR-YEAR INSTITUTIONS REGARDING THE TRANSFER- ABILITY OF COURSES--BUSINESS ADMINISTRATION	57
E. GREEN RIVER COMMUNITY COLLEGE ACADEMIC FOLLOW-UP SURVEY (IN PART)	59
F. FACULTY EFFORTS TO IMPROVE CURRICULAR ARTICULATION WITHIN THEIR DISCIPLINE	62
G. LIMITATIONS ON VOCATIONAL AND TECHNICAL COURSES ACCEPTED IN TRANSFER AT THE UW	63
H. REPRESENTATIVE PAGES FROM INSTITUTIONAL TRANSFER ADVISER'S HANDBOOKS	66
I. WSU ADVISER EVALUATION FORM	79
J. INFORMATION FOR TRANSFER STUDENTS REGARDING COURSE SEQUENCING	80
K. UNDERGRADUATE EDUCATIONAL COST DATA	84

ABSTRACT

Senate Resolution 76-179 calls upon the CPE to study the academic transfer policies of the state colleges and universities and report its recommendations by November, 1976. Specifically, it directs the Council to consider: (1) the interinstitutional transfer of courses and credits; (2) the acceptance of the community college's academic transfer degrees; and, (3) steps to be taken to achieve curricular articulation in public postsecondary education.

The conduct of the study involved staff visits to the six public four-year institutions and several community colleges to interview admissions personnel and faculty, a survey of department and division chairmen on practices for the evaluation of transfer courses, academic advising, curricular articulation and interinstitutional transfer, and collection of data from transcripts of Associate transfer degree holders, and of native and transfer baccalaureate degree graduates.

Interinstitutional agreements between most community colleges and senior institutions (except the University of Washington) and procedures for the evaluation of transfer courses and programs have improved transfer conditions since 1971 when the Inter-College Relations Commission introduced the Associate of Arts Degree Guidelines. However, while the transfer process has improved in some areas, procedures for evaluating individual transfer courses--procedures essential to improving the transfer process--remain a problem. Thus the transfer process is often cumbersome, time consuming, unpredictable, and wasteful.

Credit loss among transfer students who graduate appears less prevalent than a few years ago; however, the analysis of differences in the number of credits native and transfer students earn, suggests that the dominant variable in the determination of credit loss is the institution. This implies that the problem is associated with institutional procedures and the requirements applied in the transfer process. In three of the six public senior institutions, native students accumulate more credits prior to graduation than do transfer students; in the other three, transfer students accumulate more credits than do natives. The degree of difference varies among institutions.

Students who graduate do not experience a significant drop in grade point average after transfer, but maintain grade point averages that compare favorably with graduating native students. Most baccalaureate graduates, regardless of background, achieve about a B average during their academic career.

ABSTRACT

Page 2

There is a general lack of intra-disciplinary curricular articulation. There is no established forum for two- and four-year faculty within a discipline to discuss program content, emphasis, course sequencing, or other aspects of the transfer process. The available information on courses reduces to the college catalog, and this is considered inadequate for purposes of credit evaluation. The lack of a basis for communicating similarities and differences in course offerings is considered a primary contributor to transfer problems.

Examination of the objectives of the Associate of Arts Degree Guidelines and the University of Washington general distribution requirements indicates that differences between the two have diminished. The report concludes that representatives of the community colleges and the University should resume discussions to overcome remaining obstacles to agreement on the transfer of the Associate of Arts degree.

The report recommends that:

1. Consideration be given to steps to improve intra-discipline and interinstitutional communication on curriculum and course content. A task force of representatives from the state colleges and universities and community colleges, along with participants from the private colleges and universities, should be established to consider ways by which improvements could be accomplished. The task force should direct particular attention to the Florida course designation and numbering system as a model for Washington, and it should complete its review and report its findings to the Council for Postsecondary Education prior to September 30, 1977.
2. Pending the outcome and implementation of the task force's study and recommendations, each state college and university should regularly prepare and distribute a guide to transfer courses, indicating which community college courses are considered equivalents to local courses. To make students and academic advisors more fully aware of such sourcebooks, institutions should include references to them in their regular catalogs, letters of admission, and other appropriate communications.
3. Institutions should ensure that a formal agreement is established between the student and the department, in conjunction with the declaration of a major, regarding the applicability to the student's proposed program of all courses and credits presented for transfer and which additional courses and credits must be completed.

ABSTRACT

Page 3

4. Representatives from the University of Washington and the Washington community college system should resume discussions toward the establishment of an agreement for acceptance of the Associate of Arts degree as fulfillment of general education requirements at the University of Washington. The Council for Postsecondary Education and the State Board for Community College Education should be informed of the results of those discussions upon their completion.

Senate Resolution 76-179:

Senate Resolution 76-179, adopted during the 2nd Extraordinary Session of the Forty-Fourth Legislature, calls upon the Council for Postsecondary Education to undertake a study of the academic transfer policies of the state colleges and universities and report its findings and recommendations to the Senate Higher Education Committee on or before November 1, 1976. (A copy of the resolution appears as Appendix A.)

The language of the Resolution indicates both the nature of the Senate's concern and the issues the study is to address. Thus, it states that,

The basic purpose of the academic transfer program in the community college is the provision of a range of courses which will allow students to accomplish the first two years of their baccalaureate program.

To the extent that students are unable to transfer to a senior college or university without loss of credit or requirements for additional and possibly redundant courses, the primary purpose of the academic transfer program is thwarted.

The achievement and maintenance of articulated systems of public postsecondary education are basic educational goals of the state and continuing concerns of the Legislature.

It is not clear why transfer between different segments of the Washington postsecondary educational system cannot be accomplished with negligible loss of credit or course repetition.

The Council's study is to consider:

- (1) Reasons why there is not full and continuous transfer of credits in this state between and among;
a) one community college and another, b) a community college and a four-year institution, and c) one four-year institution and another;
- (2) Reasons why the community college academic transfer associate degree is not accepted at some institutions as prima-facie evidence of successful completion of general college work through the sophomore level; and
- (3) Steps that must be taken by the Legislature, the Council for Postsecondary Education, and the public colleges and universities to achieve and ensure the

continuation of fully articulating academic transfer programs in the institutions of this state.

Before turning to the response to the Senate directive, an interpretation of the Senate Resolution will provide a focus both on the report's orientation and the methodology employed.

First, the Resolution calls for a study of the academic transfer policies of the state colleges and universities. This is important, for although student transcripts were randomly sampled and an assessment of the magnitude of the academic transfer problem was obtained, the study is primarily concerned with a review of institutional procedures and steps that have been taken to reduce articulation problems.

Second, the Resolution asks the CPE to determine the reasons why there is lacking full and continuous transfer of credit not only between community colleges and senior institutions, but among community colleges and among senior institutions as well. The report, therefore, pertains to transfers affecting both types of public institutions, although the analysis of procedures centers on those of the state colleges and universities, again, in compliance with the Resolution.

Third, in its reference to community college transfers, the Resolution emphasizes the community college Academic Transfer Program, i.e., "academic transfer" Associate of Arts and Associate of Arts & Sciences degrees. This is also an important point, for there are more than a dozen associate degree titles used by Washington community colleges, and there are many programs that are vocational in their orientation. While the establishment of joint senior-community college programs designed for the vocationally-oriented student is a subject of interest to all sectors, such programs do not represent the immediate item of concern to this report.

Fourth, the Resolution refers to the desirability of articulated systems of public postsecondary education (Webster's defines articulation as the way in which parts are joined together), and it conveys concern over the apparent lack of procedures by which transfer can be accomplished with negligible loss of credit or repetition of coursework.

The apparent motivations are two: the first is the interest of the student, and the costs to the student (psychic and financial) when credits are lost or coursework successfully completed earlier must be repeated; the second is the interest of the state, essentially fiscal, stemming from the dual payment of public funds to separate institutions to offer essentially the same courses to the same students in order to satisfy institutional requirements. Less obvious but of signally greater magnitude are the public costs associated with the time and personnel invested in course evaluation on an individual course by-course basis. There are psychic costs here as well, for the necessity of such evaluation delays effective academic advising and student planning.

Most of all, there is the clear public concern associated with the frustration of public goals when the transfer of credits earned by students in the community college sector is impeded.

Study Method:

In this response to the Senate Resolution, the staff has employed a study design that involves a three-pronged approach: (1) The staff visited each of the six public senior institutions and six of the state's twenty-seven community colleges; (2) A questionnaire was distributed to each public senior institution department/division chairman, each community college dean of instruction, and to selected administrators in both types of institutions; (3) With the special cooperation of the admissions directors and registrars, data were collected from the transcripts of AA holders on the transfer of college level courses among Washington community colleges; and from the transcripts of transfer and native students who earned baccalaureate degrees from Washington public institutions.

The study started with four hypotheses:

- (1) The presence of interinstitutional agreements between most of the community colleges and all of the senior institutions (excepting the University of Washington) and other factors have changed the academic transfer problem from an earlier condition in which the issue was the transfer of credits per se, to one in which credits are more widely accepted, but the lack of predictability in the process is the issue.
- (2) While it is generally easier for students to transfer credits to a senior public institution than was the case a few years ago, transfer students in general will accumulate more credits prior to their graduation from a senior institution that will be the case with graduating

students whose initial enrollment was in the senior institution. On the whole, students attending more than one institution will be penalized.

- (3) Students who transfer to a public senior institution and who graduate will, in the aggregate, achieve grade point averages that compare favorably with those of native students.
- (4) A major impediment to a synchronized public postsecondary educational system in Washington is lack of agreement upon lower division course content or, stated differently, the lack of intra-discipline curricular articulation.

Academic Transfers in Washington: The Number, The Performance,
and The Process:

Transfer students comprise a significant portion of higher education enrollments. It has been estimated that, nationally, one out of every four entering full-time freshmen will eventually transfer to another institution prior to the completion of the baccalaureate program.¹ An earlier CPE study of the experiences of 1972 baccalaureate degree graduates noted that more than 60 percent of the 760 respondents surveyed enrolled in more than one institution.² In this state, almost as many undergraduate students transfer each fall as graduate. In Fall, 1975, more than 10,000 undergraduates transferred from one public college and university in Washington to another; when private institutions are included the figure increases to 12,000. During that academic year, 13,000 students earned baccalaureate degrees from public institutions; in all, 17,000 earned baccalaureates.

A common conception is that transfer students move from two-year colleges to four-year colleges and universities. Though generally true -- two-year college students must transfer if they wish to continue their education -- there are a variety of students who find it necessary or desirable to move laterally from one institution to another.

In 1975, 45 percent (5297) of the students who transferred from one Washington college or university to another followed the expected two to four-year pattern; 24 percent (2812) transferred from one community college to another. A total of 69 percent of all transfers involved community college students. Students transferring from one four-year institution to another, or from a four-year institution to a community college, comprised the remaining 31 percent (3587) of all transfers.

A process that facilitates smooth movement within the system, involving annually students in numbers such as these, is of crucial importance, both to the individual students and to the public in general. However, the presence of processes and agreements to accommodate such students is really no longer at issue, for it is apparent that transfers in such numbers would force the establishment of procedures in the colleges and universities, if for no other reason than to cope.

¹Alan E. Bayer, Jeannie T. Royer, and Richard M. Webb, FOUR YEARS AFTER COLLEGE ENTRY (A 1971 follow-up survey of 1967 entering freshmen), ACE Research Reports, Vol. 8, No. 1, (Washington, D.C., American Council on Education, 1973).

²Council on Higher Education, GRADUATE INFORMATION SURVEY, (Olympia, Washington, 1974, p.7).

Thus, there are established arrangements by which students can transfer. The effectiveness of such arrangements is less decided. One measure of effectiveness is the amount of add-on credits accumulated by students in the shift from one institution to another. And, perhaps, the easiest determination of the magnitude of a problem here would be how transfer students fare in comparison with native students.

To ascertain an idea of the dimensions of the question, the transcripts of a statistically significant sample of students were reviewed. Regrettably, a thorough assessment would require a comprehensive interview and content analysis of an order that was beyond the time period afforded the development of this report. The examination of transcript information was necessarily restricted to the transcripts of students who never changed majors and who were successful in earning a baccalaureate degree. The records of students who did change majors or who failed to graduate were not reviewed; thus, the assessment has limitations. However, a comparison of the experiences of the relatively successful students sampled herein leads to a justifiable underestimation of the magnitude of the transfer problem. Restated, any problem that exists will exceed that identified here.

The sample involved equal numbers of transfer and native 1975 baccalaureate degree graduates. The transfer group included students who transferred 45 or more quarter credit hours from a Washington public community college, four-year college, or university to a public baccalaureate institution. Two and four-year transfers were not distinguished. The number sampled represents about 20 percent of the transferred graduates who meet the established criteria.

The numbers of students by institution are the following:

	TRANSFERS	NATIVES
UW	196	197
WSU	79	96
CWSC	47	49
EWSC	50	50
TESC	20	20
WWSC	<u>74</u>	<u>75</u>
TOTAL	466	487

Information was collected on type of transfer institution, whether or not the student earned an Associate of Arts (AA) or an Associate of Arts and Sciences (AAS) degree, total number of credits transferred, credits at graduation, and grade point average at the points of transfer and graduation. These data were compared to show mean, median, percentage, frequency, and range. All Washington State University (WSU) semester hours were converted to quarter hours for use in the tables.

In addition, community college registrars were asked to sample the transcripts of all or 20 students (whichever was fewer) who transferred to their institution from another Washington community college and who earned an Associate transfer degree in 1974-75. The purpose was to determine the number of academic credits and courses that were not accepted between community colleges.³

Tables A, B, C, and D show the average, range, frequency and percentage of credit hours native and transfer students had earned at the time of graduation. Table E indicates the percentages of students transferring with and without AA/AAS degrees. Credits earned prior to graduation reflected differences between institutions ranging from a maximum of 254 credit hours at the University of Washington (UW) to a maximum of 195 at The Evergreen State College (TESC). At the UW, the Associate of Arts (AA) and the Associate of Arts and Sciences (AAS) degrees are not accepted as fulfillment of general distribution requirements. (The UW does not require all students to fulfill distribution requirements; rather, program requirements are determined by the college a student chooses.) Also, as discussed later, many courses accepted at the UW are often initially relegated to elective status. It is possible some of these courses are not subsequently reevaluated for non-elective status. TESC does not have general education or program requirements; this may serve to reduce the total number of credits students earn there before graduation.

In half of the institutions (WWSC, CWSC, and TESC) transfer students earned fewer total credits by graduation than native students. In the other three institutions (UW, WSU, and EWSC) the pattern was reversed, with transfer students accumulating

³The 19 community colleges responding reported seven courses assigned course numbers of 100 or above that were not accepted in transfer. Five courses were considered remedial, community service or developmental by the receiving institution. The other two were intermediate algebra courses presented for transfer to Shoreline Community College. Such courses transfer to Shoreline but cannot be applied toward Associate of Arts degree requirements if the student is transferring to the University of Washington.

TABLE A
AVERAGE CREDITS EARNED PRIOR
TO
GRADUATION BY TRANSFER AND NATIVE STUDENTS

	COMM. COLL. TRANSFERS WITH AA(S) DEGREE	TOTAL COMM. COLLEGE TRANSFER	TOTAL TRANSFER	NATIVE
UW	--	190.8	191.5	186.8
WSU	189.8	190.0	191.0	188.0
CWSC	192.4	190.5	190.3	193.8
EWSC	189.2	194.7	194.2	189.4
TESC	--	186.7	186.0	188.7
WWSC	186.8	189.7	<u>190.1</u>	<u>195.0</u>
MEAN:			191.1	189.3

TABLE B

EARNED CREDITS AT GRADUATION
(RANGE AND AVERAGE)

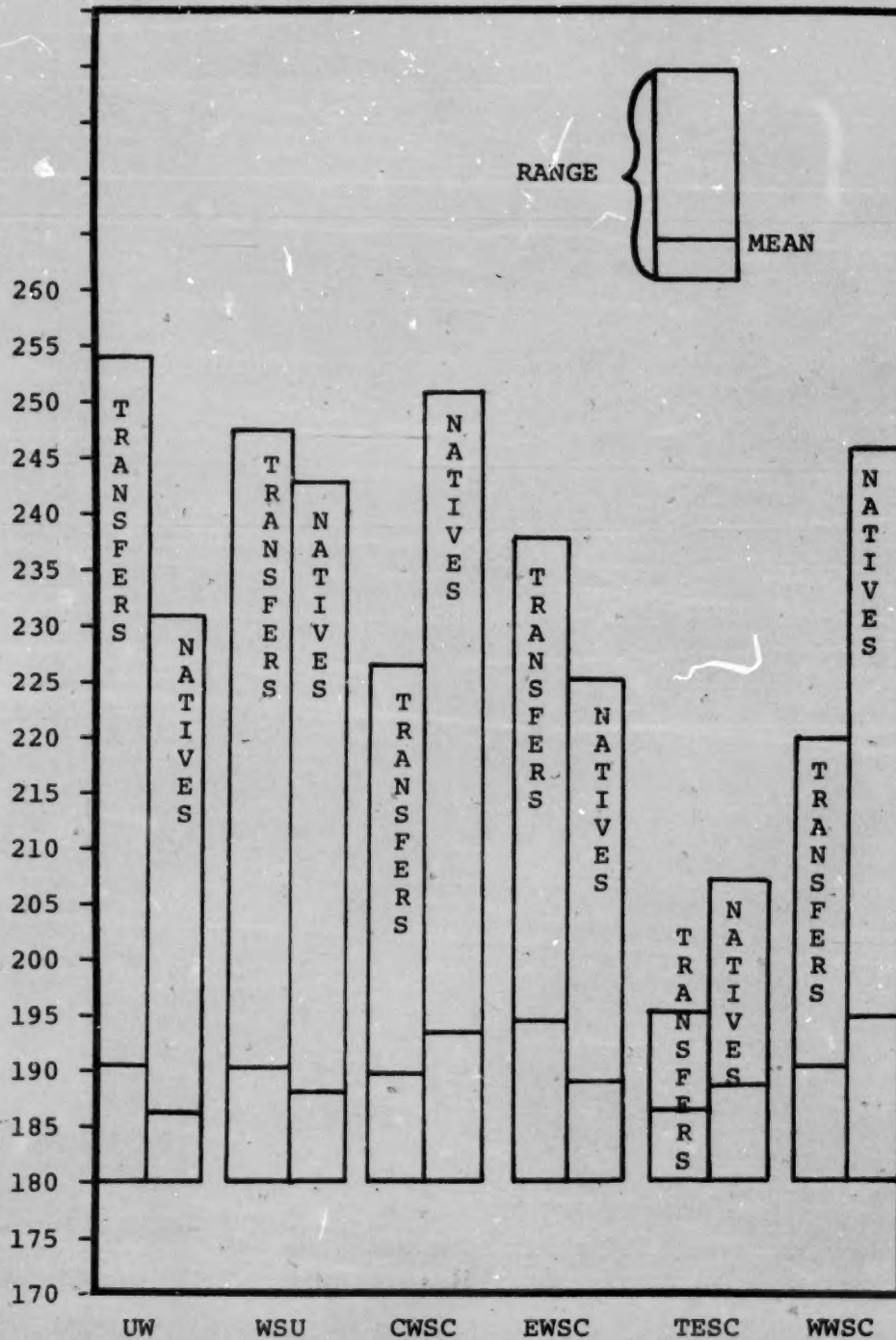


TABLE C
FREQUENCY DISTRIBUTION
EARNED CREDITS AT GRADUATION

NUMBER OF CREDITS	NUMBER OF STUDENTS					
TRANSFERS	UW	WSU	CWSC	EWSC	TESC	WWSC
180-184	97	36	18	18	10	30
185-189	31	11	11	8	7	11
190-194	17	14	6	5	2	13
195-199	9	4	3	5	1	8
200-204	8	4	4	4	0	4
205-209	6	1	2	3	0	2
210-214	3	4	0	2	0	0
215-219	3	3	0	0	0	5
220-224	5	1	1	1	0	1
225-229	8	0	2	1	0	0
230-234	4	0	0	2	0	0
235-239	3	0	0	1	0	0
240-244	0	0	0	0	0	0
245-249	0	1	0	0	0	0
250-254	2	0	0	0	0	0
	196	79	47	50	20	74
NATIVES	UW	WSU	CWSC	EWSC	TESC	WWSC
180-184	125	49	15	25	7	26
185-189	36	18	7	7	2	9
190-194	4	12	9	5	9	11
195-199	10	8	7	2	1	9
200-204	6	1	3	4	0	4
205-209	3	2	4	5	1	6
210-214	3	3	2	1	0	1
215-219	1	1	0	0	0	1
220-224	0	1	0	0	0	2
225-229	7	0	0	1	0	0
230-234	2	0	0	0	0	3
235-239	0	0	0	0	0	1
240-244	0	1	0	0	0	1
245-249	0	0	1	0	0	1
250-254	0	0	1	0	0	0
	197	96	49	50	20	75

TABLE D

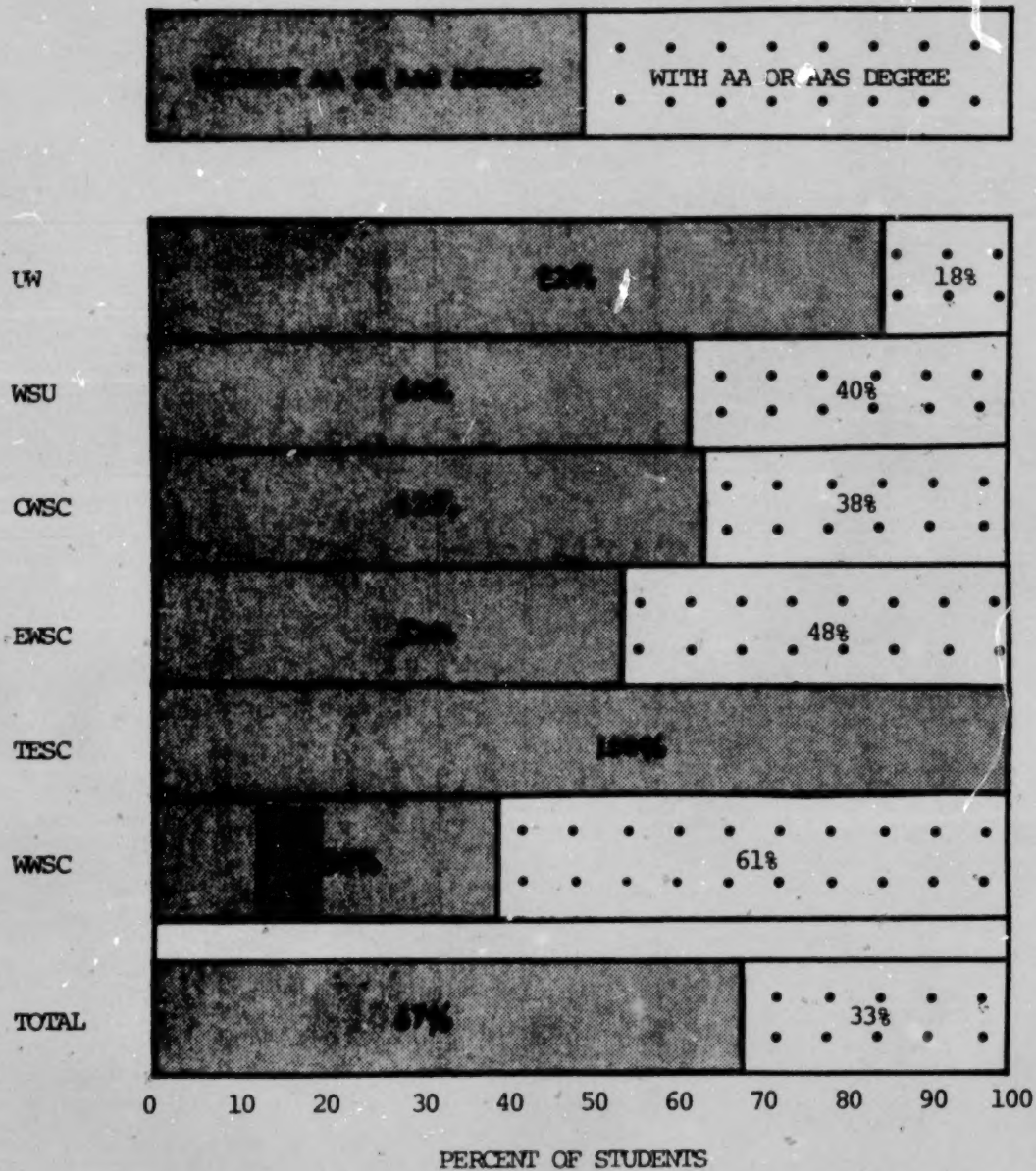
PERCENTAGE DISTRIBUTION
EARNED CREDITS AT GRADUATION

	50%	25%	25%
UNIVERSITY OF WASHINGTON			
TRANSFER	180-185	186-196	197-254
NATIVE	180-182	183-188	189-231
WASHINGTON STATE UNIVERSITY			
TRANSFER	180-186	187-193	194-247
NATIVE	180-184	185-192	193-243
CENTRAL WASHINGTON STATE COLLEGE			
TRANSFER	180-187	188-196	197-226
NATIVE	180-191	192-198	199-225
EASTERN WASHINGTON STATE COLLEGE			
TRANSFER	180-189	190-204	205-238
NATIVE	180-185	186-198	199-225
WESTERN WASHINGTON STATE COLLEGE			
TRANSFER	180-187	188-195	196-220
NATIVE	180-191	192-201	202-246
	75%	25%	
THE EVERGREEN STATE COLLEGE**			
TRANSFER	180-188	189-195	
NATIVE	180-192	193-208	

** Because of the small number sampled at TESC, it was not possible to determine the 50% and 25% split. Thirty-seven percent of the transfer graduates earned 180-183 credits. Forty-two percent of the native graduates earned 180-188 credits.

TABLE E

PERCENTAGE OF TRANSFER STUDENTS WITH OR WITHOUT
AN ASSOCIATE OF ARTS OR ASSOCIATE OF ARTS AND SCIENCES DEGREE



more credits by graduation than those whose initial enrollment was in the senior institution.

At WWSC transfer students appear to gain from a requirement that native students satisfy all general requirements, while the AA and AAS (transfer) degrees are accepted, per se, as fulfilling these requirements. Because of these policies, transferring students are able to concentrate on meeting specific major and minor requirements, and graduation at an earlier time (than would be the case with native students) is possible. Central also accepts the Associate of Arts degree as fulfilling general college requirements and equally important, Central has established an extensive system for making students aware prior to enrollment of the status of all courses presented for transfer and the specific courses needed for program completion (major and minor). This, in combination with the acceptance of the AA may operate to reduce credit loss. The Evergreen State College students are required to petition to earn more than 192 credits. This policy probably serves to reduce the maximum number of credits earned at graduation by the students sampled in this study.

Transfer students at the University of Washington may encounter procedures whereby a department relegates all transfer courses in the discipline to elective status at the point of admission (these credits may be re-evaluated after admission to the department). At the UW, the AA and AAS are not accepted in transfer as fulfillment of university distribution requirements. At Washington State University, transfer and native students on average earn the same number of credits prior to graduation. Washington State accepts the AA degree as meeting general university requirements, and the applicability of transfer courses to the student's major area of interest is determined prior to enrollment.

Table F compares both the range and mean of the grade point average sampled transfer students were assigned at the point of transfer by the receiving institution and the grade point average (GPA) of the transfer and native student at the point of graduation.

Sampled students have transferred with a minimum GPA of 1.78 to a maximum of 4.00 (in both cases the students were from the University of Washington). A minimum GPA of 2.0 is required for transfer to all institutions; however, students may petition to be admitted on the basis of other criteria.

The average grade point average of all transfer students at the time of transfer ranged among receiving institutions from 2.83 to 3.05, while grade point averages at the time of graduation ranged from 2.97 to 3.11 for all transfers, and from 2.96 to 3.08 for community college transfers. Only transfers to the University of Washington show any decrease in grade point average from the time of transfer to graduation.

TABLE F

GRADE POINT AVERAGES
OF NATIVE AND TRANSFER STUDENTS

	GPA OF TRANS. STUDENTS AT TRANSFER	GPA OF C.C. TRANSFER AT GRADUATION	GPA OF ALL TRANS. STUDENTS AT GRADUATION	GPA OF NATIVE STUDENTS AT GRADUATION
UNIVERSITY OF WASHINGTON	(N=196)	(N=150)	(N=196)	(N=197)
MINIMUM	1.78	2.07	2.07	2.14
MAXIMUM	4.00	3.86	3.93	4.00
AVERAGE	3.05	2.98	3.01	3.20
WASHINGTON STATE UNIVERSITY	(N=79)		(N=79)	(N=96)
MINIMUM	2.19	2.01	2.01	2.10
MAXIMUM	3.93	3.84	3.82	3.99
AVERAGE	2.96	2.96	2.97	3.01
CENTRAL WASHINGTON STATE COLLEGE	(N=47)		(N=47)	(N=49)
MINIMUM	1.92	2.11	2.11	2.37
MAXIMUM	3.85	3.80	3.80	3.79
AVERAGE	3.00	3.11	3.11	3.08
EASTERN WASHINGTON STATE COLLEGE	(N=50)		(N=50)	(N=50)
MINIMUM	2.20	2.25	2.41	2.04
MAXIMUM	3.95	3.88	3.88	4.00
AVERAGE	3.03	3.08	3.06	3.10
THE EVERGREEN STATE COLLEGE	(N=20)		(N=20)	(N=20)
MINIMUM	1.88	**	**	**
MAXIMUM	3.36	**	**	**
AVERAGE	2.83	**	**	**
WESTERN WASHINGTON STATE COLLEGE	(N=74)		(N=74)	(N=75)
MINIMUM	2.01	2.20	2.20	2.51
MAXIMUM	3.97	3.86	3.86	4.00
AVERAGE	2.96	3.08	3.05	2.89

** TESC students do not graduate with a grade point average.

The data suggest that students who graduate generally do not experience a drop in grade point average after transfer but maintain a grade point average which compares favorably with that of natives. Most graduates, regardless of background, achieve about a B average during their academic career.

The data suggest that the independent variable in the determination of credit loss among transferring (and subsequently graduating) students is the institution. This, in turn, suggests that the problem is a function of the institutional procedures and requirements that apply in the transfer process. Once admitted to the institution, transfer students who graduate perform about as well as those whose initial enrollment was in the subject senior institution, at least to the extent that GPA's are adequate indicators of performance.

The point that variances are probably a function of the procedures employed by the institutions to evaluate credits and acceptance or non-acceptance of the associate transfer degree as evidence of fulfillment of general distribution requirements is further explored in the following review of the transfer process.

The Transfer Process Affecting Enrollment in the Institution:

Academic transfer can be viewed as involving two stages: admission to the institution and admission to the major department. The undergraduate student's admissibility to the institution is determined by the Office of Admission. There the student transcripts are examined and, in general, all college-level courses may be accepted for transfer if they have not been repeated, are not considered "vocational," or are not sectarian religious courses. If the grade point average is adequate, admission to the institution will be offered.

With some exceptions, transfer students who achieve the required grade point average and complete courses determined to be pre-requisites to the major can be reasonably certain of their admission to the program of their choice. However, because more students apply than there are spaces available, several college departments at the UW and WSU have established special admission procedures.³

Departments, schools, and colleges with special requirements include:
University of Washington

College of Architecture and Urban Planning

College of Arts and Sciences

Anthropology

Art

Communications

Drama

Home Economics

Microbiology

Music

Physical and Health Education

Society and Justice

Sociology

Speech Communication

Speech and Hearing Sciences

School of Business Administration

School of Dentistry

Dental Hygiene

Computer Science/College of Engineering and Arts and Sciences

College of Fisheries

College of Forest Resources

School of Medicine

Physical Therapy

Occupational Therapy

Medical Technology

Prosthetics and Orthotics

School of Nursing

School of Pharmacy

School of Public Health and Community Medicine

Environmental Health

School of Social Work

Social Welfare

Washington State University

College of Sciences and Arts

Architecture

Communication

College of Engineering

Chemical Engineering

College of Pharmacy

Intercollegiate Program in Nursing

Once admissibility has been determined (and the student submits a \$50 pre-payment indicating intent to enroll) the Office of Admission provides an assessment of the courses and credits presented for transfer. While it is critical for the transfer student to know at this point which program requirements have been satisfied by courses presented for transfer and what must be done to complete a program, only CWSC and WSU have committed resources to ensuring that such information is concisely and completely provided. (Both institutions advise the student, prior to enrollment, of the assessed value and applicability to the program of all credits presented for transfer.)

CWSC provides transfer students with the most complete credit evaluation of any four-year institution. If an evaluation is requested (and it almost always is) the student is given an opportunity to choose among CWSC college catalogs in effect during the time of enrollment at a Washington community college to determine program requirements. (Appendix B contains copies of various institutional forms used the credit evaluation process.) In order to ensure that the credits and courses presented by each transfer student are evaluated by the same criteria, the process is centralized within the institution (rather than maintained by the separate departments). While it is possible for each department to assign one individual to evaluate the transcripts of incoming majors, the Director of Admissions ensures that the admissions office is informed of all changes in departmental transfer policies and evaluates all transcripts accordingly. The Office of Admission provides each student with a statement of how each transfer course will apply toward both "basic and breadth" and particular degree requirements, major and minor; further, a list of all courses the student needs to complete before receiving a degree is provided.

WSU is the only four-year institution in which both the Office of Admissions and the student's major department review the transcripts prior to enrollment. The Admissions Office determines which courses satisfy general university requirements; the chairman of the student's major department indicates which course requirements have been satisfied and approves electives that will apply to the program. (WSU students who indicate either an intended major or a subject area of interest are assigned to the indicated department at the point of admission.) No department at WSU automatically relegates to elective status all transfer credits presented in that particular subject area.

The University of Washington Office of Admission automatically evaluates all credits submitted for transfer on the basis of faculty decisions regarding course comparability; however, the student must secure a decision from an adviser regarding the applicability of "x" credits to the major. Further, faculty from some UW departments have determined that no course will be accepted

as comparable to specific courses in the major prior to enrollment in the department or until proficiency has been demonstrated.⁴

Personnel in the Western Washington State College Registrar's Office determines which credits presented for transfer will satisfy Western's basic and breadth requirements. No evaluation is made of other courses prior to enrollment unless the student specifically requests it, in which case an unofficial evaluation is performed. The responsibility for securing a determination of all credit applicable to the program lies with the student. This process has been formalized to the extent that students are provided with a "Cumulative Summary and Planning Record" (Blue Book) in which they document agreements with faculty concerning transfer courses which satisfy program requirements, waivers, and other commitments pertaining to academic planning.

The EWSC Office of Admission provides each transfer student with a credit evaluation indicating which general college requirements have been satisfied prior to the point of transfer. If the student is seeking a baccalaureate degree in Education, completed professional education requirements are also noted. No evaluation is made of other courses accepted in transfer, either by the Office of Admission or by the department. Actually, students cannot officially declare a major prior to the time they are present on campus.

Personnel in the Registrar's Office at TESC perform the transfer credit evaluation. The Evergreen student has no specific departmental requirements to meet, therefore, the evaluation emphasizes the number of credits acceptable to the institution. The procedure ensures attention to the arithmetic involved in translating semester or quarter hours to TESC units, a computation from which the student usually benefits.

Thus, institutional policies and procedures differ with regard to the transfer and evaluation of courses and credits. Students who declare a major at CWSC and WSU are provided with a pre-enrollment evaluation of all transfer courses as they apply to both general college/university and departmental requirements (equivalents and approved electives). At other institutions, students are likely to find that only a portion of the courses submitted for transfer are evaluated, or that many are relegated to elective status. At the UW, "equivalents" are identified prior to enrollment, but the

⁴For example, Art, Music, Drama, Communications, Nursing, Home Economics, Occupational Therapy, Physical Therapy, Dental Hygiene, Forest Resources, Fisheries, Social Welfare, and Society and Justice. (Many of these departments also have special admission procedures, as indicated in footnote #3.)

student must secure the adviser's approval of "x" credits to be applied to the program. At Western, the responsibility for securing a determination of all credit applicable to the program lies with the student; however, the student is made aware of this policy at the outset. At Eastern, the responsibility for securing or for providing a determination of credit applicability is not defined at the institutional level.

The Transfer Process; Course Evaluation and
Re-evaluation by the Department:

Efficient program planning and academic advising hinge on an evaluation of all transfer courses at the earliest possible date; thus, the staff questionnaire sent to departmental chairmen sought information on policies and procedures regarding 1) a complete course evaluation for students who declare a major and 2) the re-evaluation of courses relegated to elective status at the time of admission. Although the survey responses made it evident that many faculty believe it essential that they provide "technical academic advice to ensure that each student is fully aware of program course and credit requirements completed/yet to be completed," students who do not receive full course evaluations prior to the time they enroll are likely to find an even wider variety of procedures and timelines for undertaking transfer course evaluations at the departmental level than is the case at the institutional level.

To the question, "Which criteria are used to determine whether specific courses will transfer as equivalents (parallels) to courses offered by your department?" faculty indicated that criteria most often used are catalog descriptions, course numbers and titles; these are followed in order of importance by dialogue with the student to determine course content, level of difficulty and text (and sometimes, a student's understanding of the material covered); then efforts are made to obtain a course outline or syllabus (for the course in question); and finally, the credentials of the teaching faculty and the institution from which the student transferred are sometimes used to determine course transferability.

Because it was observed that many courses transfer from one institution to another as electives rather than "equivalents", faculty were asked to indicate "How are students informed of the opportunity to appeal the status assigned credits/courses presented for transfer, and who assumes this responsibility?" The responses indicated that although faculty recognize that courses are sometimes improperly evaluated, few departments have established procedures to assure students that the need for course reevaluation has been anticipated. In only rare instances does the department inform students that reevaluation of electives is considered a normal procedure (see Appendix C). Information regarding appeal or reevaluation usually is given informally if the student requests it.

In general, faculty seem reluctant to evaluate or reevaluate transfer courses on the basis of extant information (i.e., the college catalog). This suggests that faculty do not consider catalog descriptions as adequate statements of course content. Most faculty employ other means of obtaining the desired information (personal knowledge, student description, etc.).

Further, unless the department has established a schedule for ensuring that transfer students receive a full course evaluation (e.g., immediately after admission to the department), the reevaluation procedure can be postponed until late in the program. Some faculty expressed the view that they are doing the transfer student a favor by determining course comparability on a one-to-one basis, or by delaying the evaluation process until after the student is established as a major. As a result, it sometimes happens that courses and credits presented for transfer will not be reviewed or evaluated until the student applies for graduation.

The following remarks taken from departmental responses to the Council questionnaire may provide a clearer understanding of the issue:

"Department policy serves to minimize transfer problems in two ways:

- (1) by accepting at face value all credits earned elsewhere with the sole limitation that no more than 20 credits in 100 and 200 level course may be counted toward the 50 hours in the major.
(They can be counted toward the 180 hours required for graduation.)
- (2) by avoiding repetition by recommending courses with new subject matter in preference to those with considerable overlap with previous courses."

"We handle transfers on a human one-to-one level between student and advisor, with a good deal of give and take. Although occasionally a student might feel that he would like more course credit than we assign, we have never had a complaint or, as far as we can tell, a feeling on the student's part that he has been shortchanged. We find this an extremely viable approach and recommend its adoption wherever possible..."

"I am not always certain that we do students a favor by accepting their transfer courses. In many cases they would benefit from repeating certain courses."

"Questioning of students relative to course content, emphasis, etc. is usually more valuable than course descriptions, outlines, etc. which often are not followed, out of date, or unavailable. Moreover, the instructional approach or level of course difficulty is often far more important

than detailed factual content, which varies greatly with different instructors even in the 'same' course in the same institution. Also variations in student accomplishment in one class are far greater than in many courses from many institutions. Equivalence is an illusion..."

"The typical credit evaluation session in our department involves discussion with the student as to the material covered by a given course taken elsewhere, with the faculty person attempting to assess its applicability toward the major or minor, and relying quite heavily on the student's judgment in the matter. If a student disagrees with a faculty member's finding, we would expect him to check with the Department Chairperson. I am confident that the tendency of faculty advisers is to give as much credit as possible, while maintaining the integrity of the curriculum."

Some departments and schools have adopted policies, presumably for the purpose of clarifying their position regarding course transferability, which appear to contribute to transfer problems and widen the gap in two-year/four-year curricular communication. An example is when courses which are essentially equivalent (relative to content and level of difficulty) do not transfer because the course levels implicit in the numbers are different. Thus, almost all Washington community colleges offer "History of Washington and the Pacific Northwest" as a 200-level course. The History Department at the University of Washington has assigned its course a 400-level number; therefore, the community college course will transfer only as an elective. In another area, the five public four-year institutions have adopted an agreement regarding the transferability of courses in a particular discipline - business administration. Their statement of policy is one which clearly affects both transferability and curriculum planning at the community college level: "The five institutions have agreed that they will not accept for credit toward meeting graduation requirements any courses taught at the lower division level which are taught at the junior and senior level at the four-year institution..." (See Appendix D).

In any case, policies and procedures regarding transfer of credit may prolong the transfer process and place the transfer student and the faculty of the sending institution at a disadvantage. Because readily available sources of information about course content and level of difficulty are often inadequate or unreliable, an accurate comparison of two courses requires considerable effort. Beyond the pre-enrollment evaluation of transfer courses using transcript and catalog information,

- (1) Few uniform policies and procedures exist for determining

when and by what process faculty will evaluate transfer courses,

- (2) Faculty seem reluctant or unable to evaluate transfer courses on the basis of readily available information (i.e., the college catalog). This suggests that faculty do not consider catalog descriptions as adequate statements of course content.
- (3) The transfer student is frequently unable to determine if courses have been properly evaluated (particularly in the case of the student changing academic systems; i.e., quarter/semester), or which transfer courses are considered comparable to those required by the department,
- (4) Many courses are relegated to elective status, and while a large number of electives will be useful to the student (all programs require some electives), problems or misunderstandings can arise from the fact that departments do not usually encourage students to petition for a re-evaluation of courses they believe were improperly evaluated, and
- (5) Unless the student is fully apprised of the value and applicability of all courses and credits presented for transfer, it is difficult to determine what is left to complete, and efficiency in program planning and academic advising is necessarily reduced.

Curricular Articulation:

The staff questionnaire to department/division chairmen included a request to "describe any significant efforts which have been initiated by your department...to improve curricular articulation⁶ and transfer of credit between your institution and others (1973 and after)." The responses to the question substantiate a view that little has been accomplished. While respondents for several departments/divisions indicated that they have met with faculty of other institutions on occasion, with few exceptions, two and four-year faculty within a discipline do not meet regularly. The most frequently used method of establishing some commonality between the offerings of one department and another is the informal exchange of information regarding course content and textbook(s). Green River Community College faculty rely on former students to tell them how course transferability and program articulation can be improved. (see Appendix E) Appendix F provides a list of departments which have attempted to improve curricular communication through interinstitutional conferences.

The lack of curricular communication and articulation serves to perpetuate transfer problems. Specifically, the differences and similarities between two programs cannot be readily determined. As a result, there may be differences in program offerings which can affect student performance and contribute to a general negative perception of transfer students, faculty and institutions.

The following remarks taken from the returned questionnaires provide insight into the problem:

"'Transfer student' has come to be widely used by faculty and teaching assistants as a phrase suggesting inadequate preparation in the person concerned. I have conducted a recent study of a large class of mine confirming the impressions just given. The problem is not whether transfer students with inadequate preparation are being admitted; they are. The problem is to get someone to stop the practice."

"We consistently find that transfer students from community colleges make poorer grades here and are behind about

⁶Curricular articulation is used here in reference to the coordination of curricula between institutions (e.g. community colleges and senior institutions), particularly the interchangeability of courses and prerequisites.

a year. (This) is because no Washington community college offers a full program in physics."

"Community college transfers, especially those who have completed AA degrees, too often are behind in sequences for their majors, particularly if they are going into the sciences."

"It is the opinion of several members of this Division that a major source of transfer problems centers around the level of performance expected by instructors of individual classes. Students may complete a class with a C or better, yet know very little about the subject. As a result, transfer institutions are reluctant to accept our students."

The effects of the problem within disciplines were recognized by individuals from college and university offices of admissions and records some time ago. In an effort to cope with it, an inter-college relations organization was formed in 1971 for the specific purpose of improving communication and transfer between colleges and universities in Washington. The Inter College Relations Commission (ICRC) is comprised of admission officers, registrars, counselors, faculty, deans, and agency personnel -- one representative from each accredited institution appointed by its president; two Washington high school principals appointed by the chairman of the Washington Association of Secondary School Principals, and a representative from both the State Board for Community College Education and the Council for Postsecondary Education.

The Commission's efforts are voluntary and its recommendations advisory; nevertheless, it has made several contributions toward the resolution of transfer problems in this state. Primary among these are the establishment of the Associate of Arts Degree Guidelines (discussed later in this report), and the initiation and sponsorship of a number of statewide articulation conferences.

In the past few years, conferences have been held for faculty and staff in law enforcement, nursing, early childhood education, physical education, and business administration. In the view of both conference participants and members of ICRC, the conferences provide a means for faculty to meet, exchange views, eliminate hearsay, and bring about more positive attitudes regarding the content, design and resources of programs offered in different institutions.

Unfortunately the curricular communication and articulation efforts of individual departments and those sponsored by the ICRC have been only partially successful. Because such efforts

are voluntary, participation and expectations tend to be limited. Discussions between faculty to accomplish the desired ends take a significant amount of time, effort and money. Faculty workloads, conflicting schedules, departmental travel budgets, different perspectives, lack of agreement on goals, and failure to agree on the value of voluntary efforts preclude the involvement of many faculty and reduce success. This is not to say that these undertakings are not worthwhile and beneficial, for they are. But even if full cooperation were attained, it is apparent that no group of volunteers is likely to have a significant impact on transfer or articulation problems by meeting informally on an annual or semi-annual basis.

Nevertheless, recognition of the magnitude of the problems that result from a general absence of curricular communication is important. The community college and the transfer student are relatively new phenomena, yet both are here to stay. More than 10,000 students transfer from one Washington college and university to another each fall. (In 1975, almost 12,000 students transferred within the state.) Each student is likely to suffer disadvantages because of the failure of faculty within the disciplines to agree that the concept of curricular articulation on a statewide level merits consideration.

Voluntary attempts to resolve transfer problems are foredoomed to failure unless faculty are made aware and become supportive of efforts to structure and describe curricula on a discipline basis. Articulation should not be viewed as mandate; rather it should be seen as a response to individuals who want to learn.

Whatever else, student movement between one institution and another is on an individual basis, with evaluation occurring within the general context of institutional requirements. The results are arrangements that themselves are cumbersome, and it is reasonable to assume that student interinstitutional movement is less than optimal.

To the extent that transfer problems have been reduced, credit may be attributed to three factors: Associate of Arts Agreements, Transfer Handbooks, and Academic Advising. These topics are the subjects of the immediately following sections.

Associate of Arts Transfer Agreements and Guidelines:

In April, 1971, ICRC distributed for comment recommended guidelines which would aid in "the development of inter-institutional agreements in which the Associate of Arts degree offered by community colleges may be utilized in satisfying General Education requirements of four-year colleges and universities in the State of Washington."

The purposes of the guidelines were to provide the community college transfer degree student with the opportunity to (1) explore and develop an appreciation of several disciplines at the lower-division level, and (2) take an increased number of courses related to the major at the upper-division level by ensuring that "basic and breadth" course requirements would need to be completed only once.

The Commission's effort to develop guidelines to facilitate the transfer of students among all institutions of higher education reflects the following reasoning.

- (1) Washington institutions of higher education share responsibility for ensuring an orderly progression of qualified students toward completion of degree requirements at all levels.
- (2) Most four-year institutions have general education requirements which can be fulfilled in the first two years of academic work; at the same time community colleges offer associate degrees which require completion of general education course work.
- (3) The establishment of Associate of Arts degree agreements between institutions would not cause modification of the special requirements of professional programs, such as pharmacy and engineering; students who transfer within the agreement must meet lower division requirements in the major, minor and professional programs.

The Commission recognized that the primary purpose of general education requirements was to ensure that students complete a certain minimum distribution in several broad subject areas; therefore, it recommended "so that it may be used to fulfill General Education requirements for a Baccalaureate degree, the Associate of Arts degree should possess the following characteristics:

- (1) Be issued only to students who have earned a cumulative grade point average of at least 2.0 and

(2) Include 90 quarter hours of transferable credit.

- (a) Approximately two-thirds (a minimum of 50 quarter hours) of the required credits for this degree should be completed in General Education courses (also called general university requirements, distribution requirements, basic and breadth requirements, etc.) with a reasonable distribution among the following areas: communication skills; humanities; natural sciences [and mathematics] and social sciences.
- (b) A maximum of 40 quarter hours of unprescribed electives of which a maximum of 15 quarter hours may be completed in any college courses which the community college will approve for credit toward the Associate of Arts degree."

At the present time, CWSC, EWSC, TESC,⁸ WWSC and WSU have approved the guidelines and established agreements with most (in some cases all) community colleges in the state. The UW has no such agreement with any community college.

The UW does not require all students to complete general distribution requirements. The College of Arts and Sciences and several other colleges within the University, however, require students to complete at least 20 credits from each of three fields (humanities, social sciences and natural sciences). The UW distribution requirements and the Associate of Arts core requirements of each community college appear as Table H.

The purpose of the University of Washington's distribution requirements, as stated in the General Catalog, is to "develop in the student a breadth of knowledge and appreciation to enable him to explore subjects different from the one in which he will pursue a special competence."⁹ Thus, the UW and ICRC statements of purpose seem to be in agreement. The situation is complicated by the fact that faculty of the College of Arts and Sciences believe they must, through specific requirements, ensure that students have completed courses which "...assume a minimum level of verbal and mathematical abilities."

⁷Inter College Relations Commission, "Associate of Arts Degree Guidelines," n.d.

⁸TESC does not have general education requirements; however students who transfer with an AA degree are recognized as having completed the first two years of an academic program and are admitted with junior standing.

⁹UW General Catalog 1976-78, p. 73

TABLE G

INSTITUTIONAL APPROVAL OF AA GUIDELINES AND
DIRECT TRANSFER AGREEMENTS*

A=Approval of AA Guidelines	Bellevue	Big Bend	Centralia	Clark	Col. Basin	Edmonds	Everett	Ft. Steila.	Grays Harbor	Green River	Highline	Lower Colum.	Olympic	Peninsula	Seattle Cen.	Seattle No.	Seattle So.	Shoreline	Skagit Val.	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee	Whitcom	Yakima	
X=Institutional Direct Transfer Agreement	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
CWSC	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
EWSC	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
EVERGREEN	No specific agreements; accepts AA graduates of all insti. in accord. ICRC Guide																										
FT. WRIGHT	No specific agreements; most AA courses do transfer.																										
GONZAGA																				X	X						
NORTHWEST	Accepts AA grads of all insti. in accord. with ICRC Guidelines.																										
PACIFIC LUTHERN UNIVERSITY	A	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X			X	X		X	X	
ST. MARTINS	A	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
SEATTLE PACIFIC UNIVERSITY	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
SEATTLE UNIVERSITY	A	X		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
UNIVERSITY OF PUGET SOUND	A	X		X	X		X	X	X	X	X	X	X				X	X	X	X	X	X			X	X	
UNIVERSITY OF WASHINGTON																											
WALLA WALLA																											
WASHINGTON STATE UNIVERSITY	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
WWSC	A	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
WHITMAN																											
WHITWORTH																											

* INTER-COLLEGE RELATIONS COMMISSION AS OF DECEMBER 15, 1975

TABLE II

	*Communi- cations	Health/ PE	Natural Science	Math/ Science	Social/ Behavioral Sciences	Humanities	Electives	Total
University of Washington College of Arts and Sciences Distribution Requirements				20	20	20		
Community Colleges - Core Requirements for AA/AAS Degree								
Bellevue C.C.	5	3	15		15	15	37	90
Big Bend C.C.	10	3		15	15	15	52	90
Centralia C.	6	3		10-20 credits from each area for a total of 44 credits			40	93
Clark C.	9	5		15	15	15	34	93
Columbia Basin C.	9	5		15	15	15	31	90
Edmonds C.C.	5	3	10	10	10	10	42	90
Everett C.C.	5		20		20	20	25	90
Ft. Steilacoom C.C.	10	3		10	15	15	37	90
Grays Harbor C.	6	3	20	20	20	20	24	93
Green River C.C.	5	5		10	15	15	40	90
Highline C.C.	8	3	15		15	15	34	90
Lower Columbia C.	9		15		15	15	36	90
North Seattle C.C.	5		15	5	15	15	34-36	90
Olympia Technical C.C.	9			10	10	10	51	90
Olympic C.	3	3		10	20	20	34	90
Peninsula C.	9		15	3	15	15	43	90
Seattle Central C.C.	6		15	3	15	15	36	90
Shoreline C.C.	10	3		20	15	15	27	90
Skagit Valley C.	9	3		15	15	15	33	90
South Seattle C.C.	6		15	9-5	15	15	34-36	90
Spokane C.C.	8	5		10	10	10	47	90
Spokane Falls C.C.	8	5		10	10	10	47	90
Tacoma C.C.	10	3		15	20	20	22	90
Walla Walla C.C.	9	3			30	11	40	93
Wenatchee Valley C.C.	10	5	15 - 20 credits from each area for a total of 50 credits				28	93
Whatcom C.C.	15			15	15	15	30	90
Yakima Valley C.	11-13	3	15		20	20	22-24	92

*Usually oral and written communications, a humanities subject.

55 credits

These skills, it is stated, "will make advanced study more efficient and meaningful for the student."¹⁰

Students whose high school preparation included four years of English, three years of a single foreign language, and three years of college preparatory mathematics are considered to have satisfied the basic proficiency requirement; otherwise the student must have completed 15 or more college-level credits in the areas of verbal or mathematical skills, or both. Students who enter the College of Arts and Sciences with 85 or more acceptable transfer credits are not required to take additional proficiency courses. This policy recognizes that successful completion of 85 or more acceptable transfer credits demonstrates the student's ability to do college level work, which in turn suggests that advanced study will be meaningful.

The issue of accepting the Associate of Arts (AA) was discussed among UW faculty and admissions personnel several years ago. At that time it was argued that the university could not accept the AA as meeting basic and breadth requirements because community colleges may allow students to apply credits of vocational-technical nature to their AA degree requirements. Since that time the university has established a policy which allows students to transfer up to 15 credits of a vocational-technical nature at the point of admission, bringing the university and the community colleges closer to a place where the basic issue can be discussed.

The remaining difference in viewpoints is that the ICRC recommends that four-year institutions accept in transfer a maximum of 15 quarter hours in any college-level courses which the community college will approve for credit toward the Associate of Arts degree. The university faculty believes that only certain vocational-technical courses can be considered college level. (See Appendix G for the university's list of transferable and non-transferable vocational-technical courses.)

Other four-year institutions have been able to deal with this problem. Western Washington State College, for example, has established a policy in which the College will accept the Associate of Arts as meeting general college requirements, but it does not guarantee that all 90 credits will be accepted in transfer. Unacceptable "excess" credits are deducted from the 90.

If one accepts the notions that the general education or basic

¹⁰UW General Catalog 1976-78, p. 73

and breadth requirement is intended to ensure that students complete a certain minimum distribution in several broad subject areas, that students should be encouraged to explore and develop knowledge and appreciation of subjects different from the one in which they will pursue a special competence, and that successful completion of the Associate of Arts degree provides adequate evidence that the student has the ability to do college-level work, then it appears that grounds exist for agreement between the University of Washington and Washington community colleges regarding the acceptance of the Associate of Arts as meeting "general education requirements" (College of Arts and Sciences distribution requirements) and that representatives from the UW and the community college system should commence discussions aimed at the achievement of that end.

Transfer Adviser's Handbooks:

The transfer adviser's handbook is essentially a list of transfer courses and their transfer values as determined by faculty in the appropriate discipline at the receiving institution. The primary purpose of the handbook is to provide students, credit evaluators and advisers at both sending and receiving institutions with a record of faculty decisions regarding course transferability, thereby reducing the number of inquiries and responses regarding the transferability of individual courses. Transfer adviser's handbooks enable credit evaluators, academic advisers, and faculty to "evaluate" transfer courses without reference to the student or the catalog and provide some assurance that a credit evaluation will be performed prior to the student's enrollment or shortly after admission to the program. As a result, the publication of transfer adviser's handbooks is a significant contribution to the alleviation of transfer problems in this state. Its existence enables the student who must attend more than one institution to plan a program accordingly; it can significantly reduce the number of individuals involved in making decisions and providing information regarding course transferability; it represents a savings in time, money and frustration (on the part of all individuals involved and that of the public) in that its preparation and publication precludes many of the transfer problems which would result from its nonexistence.¹¹

¹¹To illustrate the importance of the transfer adviser's handbook from a faculty point of view, the following memorandum was addressed to W.W. Washburn, Director of Admission and Records, by the Chairman of one of the physical science departments at the University of Washington.

This covering letter is intended to provide, from the perspective of this department, general opinions on the problem of transfer students called for in question number 14 (of the CPE staff questionnaire) as well as comments on some of the specific issues raised in the questionnaire.

On the basis of our experience with large numbers of transfer students, we view the most crucial issue to be the question of whether adequate budgetary support is to be provided the University of Washington so that the institution can even sustain its past level of service to transfer students. I hope our comments assist the Council for Postsecondary Education in understanding the nature of present transfer student problems and that there will result from this effort legislative action that will permit the survival of at least a minimal program to assist transfer students at the University of Washington.

(continued p. 34)

In short, it is the only official source of information which can provide answers to questions about the value of transfer courses in an open, objective, consistent, businesslike manner.

The responsibility for the preparation, maintenance and distribution of the transfer adviser's handbook is assumed by the director of admissions of the individual college or university. Since course transferability is determined primarily from information available in the college catalogs, personnel from the admissions office collect all Washington community college catalogs so that changes in curricula can be brought to the attention of the faculty of the appropriate discipline. The admissions people and the chairman of each department then work closely together to review new and different course offerings to ensure that listings in the handbook are accurate and current.

11 (continued)

One long-standing problem we have seen is the inability of the Admission Office to keep abreast of its chore of preliminary evaluation of transfer equivalencies for incoming students during peak-load period. As a result, instead of an orderly processing of records in advance, each summer many transfer students arrive for advising and registration without these preliminaries having been completed. Not only does this situation increase the difficulties faced by advisers, but it also results in a very unsatisfactory introduction of the transfer student to the University. It is quite likely that this entry-point problem contributes significantly to the low opinion held by the students as to the quality of the academic advising services, which was documented by the recent survey conducted by the Educational Assessment Center.

A second important subject is the basic system used by the Admissions Office of maintaining a transfer-equivalency notebook as the primary resource for its evaluation personnel. During the 1974-75 academic year the Department devoted considerable effort to assist Admission with the revision and improvement of the transfer book. However, as changes are continuously made in the curricula at all schools in the state, the transfer book will become obsolete if not updated on a regular basis.

The most important transfer-student needs then, from the viewpoint of the Department, are that the Admissions Office have sufficient 1) peak-load manpower to stay abreast of the crush of paper work and 2) personnel to effectively coordinate the maintenance of an up-to-date transfer book.

In compiling the handboook for their institutions, faculty at the UW, WSU, and CWSC compare specific courses to determine whether the transfer course will be accepted as "equivalent" to theirs or as an "elective". Faculty at WWSC do not compare specific course offerings to determine equivalencies; rather they determine only whether specific courses will be accepted in transfer to their department. Eastern Washington State College does not publish a transfer adviser's handbook. (See Appendix H for representative pages from individual institutional handbooks.)

Unfortunately, the transfer adviser's handbook by itself cannot resolve all transfer problems. In many cases, inadequate information regarding course content and level of difficulty prevents the comparison -- at either the sending or receiving end -- of courses intended for transfer. Many transfer courses, determined to be noncomparable to those offered by the receiving institution, are thus relegated to elective status. The college catalog does not provide sufficient or reliable information concerning course offerings; therefore, the transfer adviser's handbook, which uses the catalog as a primary source should not be perceived as a sacred or final authority on course transferability.

Finally, responses to the study questionnaire indicate that information regarding changes in departmental policies about the transferability/nontransferability of particular courses is rarely transmitted in any way other than through the catalog or the handbook. Thus, transfer adviser's handbooks currently provide a mechanism by which two and four-year faculty communicate. Regardless of its deficiencies, the publication of a guide to transfer courses does provide evidence of institutional and departmental efforts to communicate to students, advisers and faculty of "feeder" institutions the belief that all transfer students should receive equal treatment. Unfortunately, distribution of the handbook is often limited, due to printing costs, and its existence is rarely publicized.

Academic Advising:

Prior to the development of the study questionnaire, the staff talked with a number of individuals who believe that the primary means to alleviate transfer problems is to improve academic advising.¹² As a result, several questions were directed to department and division chairmen regarding advising practices. The questions and responses are summarized below.

(1) Who serves as academic advisers?

Generally, "selected" faculty act as advisers for all students in a department. To a lesser extent, all departmental faculty act as advisers; as do faculty/staff/graduate students. The training of a cadre of faculty to act as advisers is rare.

(2) When must students see an adviser?

Virtually all departments require students to see an adviser upon admission to the department and prior to graduation. Required advising between those two occasions is unusual unless the institution or department has adopted a policy of mandatory advising.

(3) Should academic advisers be provided development or training sessions on an annual basis?

Most faculty believe the benefits would be negligible.

(4) Should academic advising responsibilities be given full disclosure so that students know what to expect and to whom they can complain if services aren't available/satisfactory?

A majority of respondents said yes.

(5) Should academic advising systems or individual advisers be evaluated?

About one-third said yes; about two-thirds said no.

Finally, the staff questionnaire asked departmental chairmen, "Do you believe a program of mandatory advising would improve curricular articulation and transfer of credit?" This question,

¹²ACADEMIC ADVISING involves the consideration of educational alternatives based on already defined goals. It centers on program planning, course selection, degree requirements, and career opportunities.

more than any other, provoked comment. The following remarks indicate the variety of faculty responses to the possibility of mandatory advising. In general, faculty appear to be split on the question.

"To be effective, the advisers would have to be extremely well informed, both as to the requirements of many institutions and academic programs. I doubt that the state is willing to fund positions that would be essentially advisory, rather than instructional."

"Faculty do not keep abreast of the transferability of credits to or from other institutions. This would be too heavy a load..."

"Mandatory things in general do not improve most situations, especially when dealing with students."

"Students who do not see their advisers often seem to be the ones who most need advice."

"Transfer students must already see an adviser, so there can be no improvement there. Further, our undergraduate program is carefully structured to provide its own articulation."

There are "presently too many sources of information within the University. There should be an academic advising form for each student which remains in his file, and any action taken should be noted on that official form (which becomes a guarantee for the student that the left hand knows what the right hand is doing)."

"A good deal of confusion appears to exist, much of it brought to light only at the time of pre-graduation approval of courses by a department in which the student is majoring."

"Mandatory advising would not improve articulation. A thorough compendium of transfer course equivalents for all colleges and universities might be helpful..."

"You can lead a horse to water, etc."

"As a general rule, advising and information transfer are poor."

Current practices support the faculty's responses to the question regarding the need to evaluate advising and advisers. The Curriculum Advisory Program (CAP) at Washington State University

has established the only ongoing system designed to ensure that general academic advisers are providing sufficient service to students (see Appendix I). The CAP strongly emphasizes helping students to select the major which is most appropriate to their goals and abilities, a practice in keeping with the fact that WSU is the only institution which has established a policy -- clearly stated in its catalog -- advising students that, as freshmen, they should begin to organize their academic efforts toward the identification of a major area of interest. This policy contributes to a reduction in credit loss in that it precludes students from remaining undecided about a major until the semester before graduation; students must declare a major before their junior year. On the other hand,

"The problem is difficult for transfer students, especially since they must come here as certified majors. A subsequent change of major can effect a penalty for those making the change. We should seek more certainty about the major and the student's aptitude for a major before the first enrollment..."

The University of Washington Educational Assessment Center recently issued the results of a study opinion survey on "factors affecting the quality of education". One of the areas which students were asked to appraise was the University's academic advising services.

"Only a minority of students report receiving much help," the report concluded, "while nearly one in five say that the service was no help at all to them. Even worse, the advice given 10% of the respondents was so inadequate or misguided that it actually caused problems, rather than alleviating them."¹³

Many institutional personnel have ideas about how academic advising could be improved, without instituting a major overhaul of the system. Heavy emphasis should be given, it is suggested, to reducing both the number of changes of major and the number of dropouts, thereby significantly reducing loss of credit. The primary suggestions appear below. While they have, in some cases, been implemented, they do not represent common practice.

- (1) While students are encouraged to use general/college basic

¹³Educational Assessment Center, Student Opinion on Factors Affecting the Quality of Education, Student Affairs Quarterly Survey, Winter, 1976. UW, Seattle, Washington, June 2, 1976, page 15 (EAC Project 534)

and breadth requirements to explore some major possibilities, the decision is often made difficult by the fact that information is rarely organized in such a way that students can relate their college experience to a specific academic and professional goal. The separate offices established for academic advising, counseling and placement could work together with the faculty to provide a course in goal identification and career planning.¹⁴ The course could be offered for credit at three levels, one credit for each level, as follows:

- A. Occupational interest tests; discussions of various professions as they relate to majors; life planning; how to make the most of college.
 - B. Emphasis on the relationship between academic and professional programs in a particular cluster of disciplines; e.g., the natural sciences.
 - C. Job entry skills, resume writing, interviewing.
- (2) Students who aren't performing well, especially in their majors, are far more likely to change majors or drop out. By establishing a system to identify potential dropouts through a quarterly or semester review of grade reports, the department may be able to improve retention and identify preparation problem areas.
 - (3) Community colleges could reduce loss of credit by devising a mechanism whereby students who earn more than 90 quarter college-level credits can be systematically advised that they have reached the numerical maximum which four-year institutions will accept in transfer. While students who earn more than 90 credits may have personal reasons for doing so, it is apparent that some students are not aware of the 90 credit limit.
 - (4) Students lose credits through improper course sequencing. For example, unless students are aware of the terms during which courses will be offered, they may find that the particular course needed is not offered until the following spring. While courses which directly relate to one another are usually offered in sequence (fall-winter-spring), course numbers don't always indicate the intended sequencing or appropriate options. In most cases, it is easy for

¹⁴Four or five community colleges currently offer such a course.

the department to provide students with a "flow chart" of courses required in the major. (see Appendix J)

As indicated, several low cost academic advising mechanisms are being and can be used to reduce loss of credit for both native and transfer students. The faculty's comments regarding mandatory advising, however, probably provide the most realistic assessment of academic advising as a means to improve curricular articulation and transfer of credit.

Neither students or faculty are likely to appreciate the implementation of a system which could represent another time-consuming bureaucratic hurdle. Further, the student evaluation of academic advising at the University of Washington provides some basis for the conclusion that advising within departments and institutions must be dramatically improved before undertaking advising on an interinstitutional basis. It would be far easier and more effective to improve the curricular information system than to attempt to familiarize faculty with the program requirements of other institutions.

Conclusions:

The hypotheses stated at the beginning are only in part confirmed by the study. With respect to the first, ('interinstitutional agreements and evaluation procedures have altered the transfer problem; credits are now widely accepted, but the procedures themselves have become the problem'), the development of inter-institutional agreements between most community colleges and senior institutions (excepting the University of Washington) and the establishment of procedures for transcript evaluation have improved matters from where they once stood (especially prior to the 1971 ICRC Guidelines). The combined effect of these improvements has been to facilitate the movement of students between institutions to such a degree that, in the aggregate, credit loss and course repetition for graduating transfer students is not pronounced. The study did not determine the extent of credit loss and course repetition among transfer students who fail to graduate.

However, as some credit transfer problems have improved, they have been replaced by others, themselves associated with the procedures directed to improving the transfer process. Thus, procedures for transfer course evaluation appear cumbersome, time consuming, unpredictable, and, especially to students, arbitrary: the procedures themselves have become the problem.

The second hypothesis ('while there is less credit loss among transfer students than is perceived the case a few years ago, transfer students will accumulate more credits prior to graduation than native students') cannot be substantiated, at least on the basis of aggregated patterns among all of the public senior institutions. In three of the institutions (WWSC, CWSC and TESC) native students appear to accumulate more credits prior to graduation than transfer students, reversing the hypothesis entirely for these institutions. In the remaining institutions (UW, WSU, and EWSC) transfer students are likely to accumulate more credits than native students (validating the hypothesis), although the degree of the problem will vary among institutions. The hypothesis, therefore, is not wholly substantiated by the analysis. It appears that those institutions which accept the AA degree as evidence of fulfillment of general education requirements and those with well-developed evaluation procedures promote the progress of transfer students to graduation without the accumulation of excess credit.

The third hypothesis ('students who transfer and graduate will achieve grade point averages that compare favorably with those of native students') is substantiated by the findings of the report. Thus, at the UW the average GPA of transfers is 3.01 compared with 3.20 for native students. At WSU, the respective figures are 2.97 and 3.01. At CWSC the average GPA of transfer

students is higher than that of natives, 3.11 and 3.08; this is also the case at WWSC (3.05 and 2.89). At EWSC the scores are 3.06 and 3.10 and at TESC, GPA's are not utilized.

The fourth hypothesis, ('that a major impediment to a synchronized public postsecondary educational system in Washington is lack of agreement upon lower division course content, or the lack of intra-discipline curricular articulation') was also substantiated. The presence of the condition was confirmed, and it is evident that it serves as a major impediment to a fully articulated system. It is also safe to observe that the problems discussed earlier in this report could be substantially alleviated were such a system agreed upon and implemented.

Remaining tasks at this point concern specific responses to the issues posed in the Senate Resolution:

- (1) Reasons why there is not full and continuous transfer of credit within and between sectors;
- (2) Reasons why the AA transfer degree is not accepted at some institutions as prima facie evidence of completion of general education requirements; and
- (3) Steps that must be taken to ensure the continuation of fully-articulating transfer programs.

Reasons why there is not full and continuous credit transfer within and between sectors devolve, ultimately, to aspects of institutional autonomy. It may be presumed that faculty who consider themselves the final authorities on requirements that should underlie a degree from the institution would insist on evidence that work completed elsewhere was comparable to work required at their institution for the degree. If there is a problem here, it is the problem associated with the subjective considerations that weigh in the ad hoc decision whether or not to accept credits as equivalent, the impression of arbitrariness that this conveys and the burden of proof it places upon students who may not be the best judges of course equivalence.

The steps that have been taken by institutions to reduce the latitude for subjectivity and impose predictability (transfer handbooks, AA degree agreements) have had beneficial effects. If there is a problem with them, it is that they do not go far enough (not all institutions have the handbooks, not all institutions have agreements with all of the community colleges). Moreover, there is some indication that budget constraints may force curtailments in the preparation and distribution of handbooks, and there is evidence of faculty disenchantment

with community college agreements. But in view of the obvious progress attributable to the handbooks and agreements, retrenchments are surely unwarranted.

The reasons why the AA is not accepted at some institutions as prima facie evidence of completion of the general education requirements were identified in the discussion of the University of Washington's relationship to such agreements. There the reasons were considered to be faculty concerns over the lack of common general education requirements within the University, requirements that students manifest certain proficiencies, and the transfer of vocational credits. The report concludes that these difficulties could be resolved and it encourages representatives of the community colleges and the University of Washington to commence discussions aimed at the reduction of obstacles.

The third charge posed in the Senate Resolution involved recommendations on steps that the Legislature, the CPE, and the institutions might take to achieve and ensure the continuation of articulating academic transfer programs. The recommendations that follow are in response to that charge.

One recurring observation throughout this report has been that the very procedures established to deal with problems experienced by transfer students have themselves become a problem. This is not the result of Parkinson's Law so much as the lack of a basis for routine acceptance of courses taught in different institutions within the state. It is this lack of consensus that forces ad hoc credit evaluations, and it is the lack of a common reference that creates the appearance of arbitrariness in such evaluations. One of the remarkable aspects of the transfer handbook is that its preparation forces decisions on whether or not to go on record that specified courses will transfer as equivalents routinely, while others will require evaluation. For those courses considered acceptable, the decision is made before the fact of transfer, and if nothing else, the illusion of capriciousness is dispelled.

Lacking a common ground on which to describe and compare courses, faculty are forced to rely upon course numbers, titles, and catalog descriptions, although they also criticize such sources as generally insufficient and frequently unreliable. In view of this situation, a logical step to improvement would be an agreed upon course description system, (agreed upon by the faculty themselves) to accurately and adequately describe course offerings in all disciplines, in a common format, and using common descriptive criteria.

Such a system has been established in Florida, and that curricular taxonomy and sorting system is available for modification and use in this state. Eighty percent of the

cost of implementing the Florida system was incurred during its development; states adopting the system could benefit in that similar costs need not be incurred. (The total cost of developing and implementing the system was about \$1 million; the cost of maintaining the system in Florida, with both public and private institutions participating, is about \$130 thousand per year, estimated at less than the cost of one FTE per participating institution). The pertinent materials on the Florida system have been compiled and are being circulated as a companion report.

Returning to the findings of this study, they may be summarized as follows:

- (1) The absence of a common form for describing curricula is the basis of most of the transfer problems that exist. College catalogs, the only readily available information regarding course offerings are not equal to the task: course titles are too general for effective comparison, course numbers are intended to indicate level of difficulty but are meaningful only if one considers separately the offerings of individual departments and institutions, and most course descriptions as they appear in the catalog are inadequate or inaccurate.

Faculty, unable to determine course comparability on the basis of readily available information, relegate large numbers of courses to elective status or expect the students to provide additional information so that course comparability can be satisfactorily determined. As a result, course transfer often assumes the form of a number of separate transactions, making the transfer process cumbersome, time consuming, wasteful and seemingly arbitrary.

- (2) Without a systematic sorting of existing curricula in all disciplines on a statewide basis, it cannot be accurately determined how many transfer students are required to repeat similar or comparable courses. Some course repetition occurs, however, for (1) policies exist to ensure that essentially equivalent courses will not transfer as such because of differences in course numbers; and (2) the number and applicability of occupationally-related courses accepted in transfer is currently limited because they may be considered "vocational" if offered by a community college and "academic" if offered by a four-year institution.
- (3) With few exceptions, two and four-year faculty within a discipline do not meet with regularity to discuss program

development, course content, course sequencing, or teaching methods. Because efforts to improve curricular articulation are voluntary, little has been done to coordinate offerings within a discipline on a statewide basis. Other transfer problems just as onerous as that of course repetition can result from the current lack of curricular articulation. Gaps and breaches in learning can occur which prevent transfer students from covering material which is essential to their academic success. The resultant "transfer shock" is believed to contribute to poor student performance, changes of major, and dropping out.

Faculty, unable to identify similarities and differences in course offerings attribute problems of curricular articulation to assumedly inferior students, teachers, programs and institutions. This perception is evident in the proposal that the University of Washington adopt more stringent admission criteria for transfer students; but such a solution is wide of the mark. The adoption of new admission criteria will do nothing to identify and reduce differences in courses and programs (the basic problem), or to provide students, faculty and others with assurance that courses and programs intended to transfer as "equivalent"¹⁵ are, in fact, essentially the same.

- (4) The inability or reluctance of faculty to accept transfer courses on the basis of extant information, and the implementation or absence of policies and procedures which reduce the effect of inequities due to the lack of curricular articulation/communication, contributes to those differences that are apparent in the number of credits transfer and native students earn prior to graduation.
- (5) Poor articulation can be costly.
 - A. Half or more of the students who earn a baccalaureate degree in Washington in any given year attend more than one institution. If, in the process of transferring, each of these graduates is required to repeat the equivalent of one five-hour course through course duplication or unnecessary subject matter overlap, the cost to the general public will be more than \$1,000,000 a year.¹⁶ The cost to students in time, tuition and travel will be considerably more.

¹⁵"Equivalent" is used throughout this report to describe courses which cover essentially the same topics, are intended for similar audiences, and are essentially the same with regard to level of difficulty.

¹⁶See Appendix A. More than 13,000 students earn baccalaureate degrees from Washington public colleges and universities every year.

B. Vast amounts of faculty and student hours are spent in the determination of course comparability on a one-to-one, course-by-course basis. It sometimes happens that transfer courses will not be reviewed or evaluated until the student applies for graduation. This precludes efficient program planning and academic advising.

C. Student changes of major, and attrition due to problems encountered when differences in two courses or programs cannot be readily determined prior to transfer -- differences in content, emphasis and level of difficulty -- can produce credit loss as great as that attributed to course repetition.

Among the steps that can be taken to improve interinstitutional transfer procedures in this state are those contained in the following recommendations:

1. Consideration should be given to steps that can be taken to improve intradiscipline and interinstitutional communications on curriculum and course content. To this end, it is recommended that a task force of representatives from the state colleges and universities and community colleges, along with participants from the private colleges and universities, be established to consider means by which improvements could be accomplished. The task force should give special attention to the use of the Florida course designation and numbering system as a model for Washington. The task force should complete its review and report its findings to the Council for Postsecondary Education prior to September 30, 1977.
2. Pending the outcome and implementation of the task force's study and recommendations, it is recommended that each state college and university annually prepare and distribute a guide to transfer courses, indicating which community college courses are considered equivalent to local courses. In order to make students and academic advisers more fully aware of such sourcebooks, institutions should include references to them in their regular catalogs, letters of admission and other appropriate communications.
3. It is recommended that institutions establish policies and procedures to ensure that a formal agreement is established between the student and the department, in conjunction with the declaration of a major, regarding the applicability to the student's proposed program of all courses and credits presented for transfer and which additional courses and credits must be completed.

4. Finally, it is recommended that representatives from the University of Washington and the Washington community college system resume discussions toward the establishment of an agreement for acceptance of the Associate of Arts degree as fulfillment of general education requirements at the University of Washington and that the Council for Postsecondary Education and the State Board for Community College Education be informed of the results of those discussions by January 1, 1978.

APPENDICES

- A. Senate Resolution 1976-179
- B. Transfer course evaluation forms used by public four-year institutions.
- C. The Re-evaluation of a Transfer Course: Information Regarding the Process Provided by One Department.
- D. Interinstitutional Agreement among the Washington State Public Four-Year Institutions Regarding the Transferability of Courses--Business Administration.
- E. Green River Community College Academic Follow-up Survey (in part).
- F. Faculty Efforts to Improve Curricular Articulation Within Their Discipline.
- G. Limitations on Vocational and Technical Courses Accepted in Transfer at the UW.
- H. Representative Pages from Institutional Transfer Adviser's Handbooks.
- I. WSU Adviser Evaluation Form.
- J. Information for Transfer Students Regarding Course Sequencing.
- K. Undergraduate Educational Cost Data.

APPENDIX A

Senate Higher Education
Endorsed by:

Gary Odegaard
Gordon Sandison
Hubert Donohue
Sam Guess
George W. Scott
Max E. Benitz
H.A. "Barney" Goltz

SENATE RESOLUTION 1976-179

WHEREAS, The basic purpose of the academic transfer program in the community colleges is the provision of a range of courses which will allow students to accomplish the first two years of their baccalaureate program at a community college; and

WHEREAS, To the extent that students are unable to transfer to a senior college or university without loss of credit or requirements for additional and possibly redundant courses, the primary purpose of the academic transfer program is thwarted; and

WHEREAS, The achievement and maintenance of articulated systems of public postsecondary education is a basic educational goal of the state and a continuing concern of the Legislature; and

WHEREAS, It is not clear why transfer between different segments of the Washington postsecondary educational system cannot be accomplished with negligible loss of credit or course repetition;

NOW, THEREFORE, BE IT RESOLVED, That as part of its comprehensive planning responsibilities, the Council for Postsecondary Education undertake a study of the academic transfer policies of the state's public colleges and universities, including but not limited to:

1. Reasons why there is not full and continuous transfer of credits in this state between and among: (1) one community college and another, (2) a community college and a four-year institution; and (3) one four-year institution and another;

2. Reasons why the community college academic transfer associate degree is not accepted at some institutions as prima-facie evidence of successful completion of general college work through the sophomore level;

3. Steps that must be taken by the Legislature, the Council for Postsecondary Education, and the public colleges and universities to achieve and ensure the continuation of fully-articulating academic transfer programs in the institutions of this state; and

BE IT FURTHER RESOLVED, That the State Board for Community College Education and the public and private four-year colleges in the state be requested to cooperate in this study; and

BE IT FURTHER RESOLVED, That the Council for Postsecondary Education report its findings and recommendations to the Higher Education Committee of the Washington State Senate on or before November 1, 1976; and

BE IT FURTHER RESOLVED, That a copy of this resolution be transferred immediately upon adoption by the Secretary of the Senate to the House of Representatives, the Council for Postsecondary Education, the State Board for Community College Education and the public and private four-year colleges in the state.

Central Washington State College
Admissions Office

APPENDIX B

REQUEST FOR A CREDIT EVALUATION

Name _____ Date _____

Address _____
Mailing Address _____ City _____ State _____ Zip Code _____

Credit Evaluations are made without charge (1) upon admission to the college as a transfer student, (2) prior to admission to student teaching, and (3) during the first quarter of the senior year. Additional evaluations may be made at the request of the student and after payment of a \$5.00 evaluation fee.

Have you had a previous evaluation? Yes () No () Total Credits Accumulated _____

Reason for Evaluation _____

Catalog Choice: Subject to the ten year limitation, a student may complete the college's requirements as listed in the college catalog for any year the student attends either CWSC or a community college in the State of Washington. Transfers from four-year institutions must choose their college catalog from the date they enroll at CWSC:

What year's catalog are you choosing? _____

Fill in major and minor in appropriate space below. (Example: Major - History)

B.A. IN EDUCATION

BACHELOR OF ARTS

Secondary

Major _____

1. Broad Area Major _____

60 credits () 45 credits ()

or

2. Major _____

Minor _____
(optional with 60 cr. major only)

Minor _____

Minor _____

Elementary

1. Major (45 Credits) _____

BACHELOR OF SCIENCE

Minor _____ Professionalized Subjects _____

Major _____

or

2. Major (30 credits) _____

Minor _____
(optional)

Minor _____

Minor _____ Professionalized Subjects _____

or

3. Four Year Interdisciplinary Program () _____

APPENDIX B

CENTRAL WASHINGTON STATE COLLEGE
 Ellensburg, Washington
 Evaluation for Degree Requirements
 19B-74 Catalog

NAME [REDACTED] ADVISOR Dr. Robert Jacobson
 ADDRESS [REDACTED] BUILDING Evans ROOM 474
Cheney, ID 83201 B.A. in A/S ☒ B/S ☐ Elem.Ed ☐ Sec.Ed ☐

I. BASIC REQUIREMENTS (9)			
English 101-3 <u>5-C</u> English 301-3 _____		Physical Education Activities <u>NEED</u>	
Clinic _____		<u>0/P</u>	
II. BREADTH REQUIREMENTS (50 Credits required--see General Catalog)			
Humanities: 10 or 20		Social Science: 10 or 20	
<u>Spunk (250): 5</u> <u>Eng. Comp (347): 5</u> <u>Eng Lit (250): 5</u>		<u>Soc Survey: 5</u> <u>Hist Civ (101): 5</u> <u>etc</u> <u>Assoc. Arts / Sci Everett C.C. - 1974</u> <u>Hist 301 (Ed Req) _____</u>	
NEED <u>0/P</u>		NEED <u>0/P</u>	
III. MAJOR, MINOR(S)			
Major <u>Law + Justice 75cr</u>		Minor _____	
Have:		Need:	
<u>Intro Law enf. 5A -</u> <u>Police Org (347) 5C10 -</u> <u>Records Sys. 5C -</u> <u>Crim Invest. (250) 5B15 &</u> <u>Spec. prog (490) 5C10 -</u> <u>5-35 = 2.33</u>		<u>Bad 380u</u> <u>380 or Pol</u> <u>Scl 320</u> <u>Laf 499</u> <u>Pol Sci 210</u> <u>or 230</u> <u>Pol Sci</u> <u>350</u> <u>Ang 401</u> <u>Pol Sci 451</u> <u>Psy 309 or</u> <u>313</u> <u>Psy 447</u> <u>449</u> <u>Soc. 346</u> <u>349</u> <u>approved</u> <u>electives</u>	
14		14	
60		60	
IV. PROFESSIONAL SEQUENCE-40 Cr.-Opt			
Have:		Need:	
<u>99 Everett</u> <u>Upper Division Cr (60req)</u> <u>Accumulative GPA (2.00req)</u> <u>Prof Sequence GPA (2.25req)</u> <u>Major GPA (2.25req)</u> <u>Pass/Fail Credit (Limit 15)</u> <u>Music/P.E. Activity credit</u> <u>(Limit 12 prior to 1971-2)</u>		<u>Summary of Work to be Completed:</u> <u>I. Basic</u> <u>II. Breadth</u> <u>III. Major</u> <u>Minor</u> <u>Minor</u> <u>IV. Prof Sequence</u> <u>Total Requirements</u> <u>Former Credit</u> <u>Total</u> <u>Electives Needed</u> <u>Will Graduate With</u>	
TOTAL <u>90</u>		Hours to Graduate <u>90</u>	
Evaluator <u>J.S.</u>		Date <u>9/21/74</u>	

WASHINGTON STATE UNIVERSITY
OFFICE OF ADMISSIONS

APPENDIX B

If any of the following courses are repeated at Washington State, credit and points will be allowed only for the work taken at Washington State.

Date Sept. 12, 1975

REPORT OF ADVANCED STANDING

Name _____

Address _____

Transfer credit from Spokane Falls Community College

Major department Range Management

Status of student JR

Grade point average 2.91

GENERAL UNIVERSITY REQUIREMENTS FOR GRADUATION

Courses to meet these requirements must be selected from the list under the General University Requirements for Graduation section of the catalog.

1. Communications proficiency—8 hours, 3 of which must be in written communication.
2. Arts and humanities—8 hours.
3. Social Sciences—8 hours.
4. Sciences—10 hours. At least 1 credit for 3 clock hours of laboratory per week.

With the exception of the requirement in communications proficiency, courses in the student's major field may not be used to satisfy General University Requirements. A course that partially meets General University Requirements for Graduation may not be used to satisfy more than one requirement on an individual student's program.

Each college and department has requirements in addition to the General University Requirements which must be met prior to graduation. See the general university catalog.

EQUIVALENT COURSES AT WASHINGTON STATE UNIVERSITY

General University Requirements	Com Hrs.
Communications Proficiency	
Written communication	
Engl 101	3
Arts and Humanities	
Engl 108	3
F.A. 101	3
Com X	3
Social Sciences	
Soc 101, 150	7
Psych 101	3
Pol S 102	3
Biological Sciences	
Bio S 103	3
Physical Sciences	
Chem X (lab)	3
Science	
Sci X	1
Env S X (U)	3
Departmental and Elective Courses	
Math 107	7
Electives	18
Total Semester Hours Earned	60
Total Semester Hours Allowed Toward Graduation	60

RECEIVED
SEP 16 1975
ADMISSIONS - W.S.U.

James H. Davis
Chairman of Department

DEPARTMENT CHAIRMAN—SIGN REPORT OF ADVANCED STANDING. RETURN WHITE AND YELLOW COPIES TO OFFICE OF ADMISSIONS. KEEP ALL OTHER MATERIAL FOR YOUR RECORDS.

UNIVERSITY OF WASHINGTON

Last name of applicant

First

COLLEGES

State

2 Yr.

4 Yr.

Date

ADMISSION STATUS

High School G.P.A.: 3.13

Subjects

Units

Aut Wtr Spr Sum 1973

Coll Ar S Maj Art CI 10

Prov. Temp.

English

4

Science

1

Math. Alg 1 1/2

3

For. Language

French 3 1/2

Cum. GPA (Prelim.) 3.04

Cum. GPA (Final)

Grade Point/low
at entranceNo more than _____ of credits listed
may apply on degree

High School

New South

Graduated 66

Grades

Courses

Prelim. Final
Qtr. Cr. Qtr. Cr.

Acctg.

C Biol. 101

4

Chem.

Econ.

BBABAE Engl. X-258-257-267-259 (Final)

21

BBAI¹ Hst. 111-112

10

B³ Math. 170

3

B Phil. X

2

Phys.

Pol. Sci.

C Psych. X

4

Soc.

B Spch. 103

3

Zool.

A¹B¹C³ Art X

62

BBA Hum X

8

B Biol 101

4

Total Quarter Credits

121

DISTRIBUTION

1. Undergraduate Admissions
2. College Advisory Office
3. Student

63

Office of Undergraduate Admissions
Evaluation of College Record—Phone 3-5890

Evaluated by

H. J. Jones

Date

11-30-72

Revised by

Date

64

NOTE: Semester credits convert to quarter credits when multiplied by 1.5. Numbered courses represent University equivalents. Credits X are given for other courses of college level. Those that are not relevant to a student's program may apply toward graduation, with approval of the college advisory office concerned, to the extent the curriculum permits the use of free electives.

APPENDIX B
Rev. 9/71

NAME _____ Student Number _____ Evaluator _____ **APPENDIX B**
TRANSFER CREDITS ACCEPTED (ADVANCE STANDING)
 Code _____ Institutions _____ Quarter Hours Credit _____
 570040 472 125

DEGREE PROGRAM as indicated on application:
 () BA (x) BS () BA in Education
 Teaching level _____ Elementary _____ Jr. High _____ Sr. High

Husley
Must earn min. of 45
pts. at WASC

Transfer credits applied to total 125 including 28 upper division.
 Minimum credits required for baccalaureate degree; 180, to include 60 upper division (300 level & above).
 Applicability of above credits toward major is subject to departmental approval. See page 6 of Blue Book.

COLLEGE OF ARTS AND SCIENCES**GENERAL COLLEGE REQUIREMENTS CHECK LIST
1975-77 CATALOG**

Evaluation of transfer credits accepted toward general college requirements (for all bachelor degrees) is provided in the check list below. All degree candidates, with or without transfer credit, are advised to study this form carefully along with appropriate sections of the catalog and keep this check list up to date.

To satisfy General College Requirements a maximum of 12 credit hours may apply from any one department except for the departments of General Studies and Foreign Languages.

(check mark) means that area or course is completed

See catalog for approved General College Requirement Courses

☒ **Communications** 2 courses
☒ Engl 101 and ☒

☒ **Humanities** 20 cr from at least 3 depts.
 Max. 10 in any one dept.
 Exception: Foreign Languages

Dept. I _____ Dept. II _____ Dept. III _____

German

☐ **Social Sciences** 17 cr from at least 3 depts.
 Max 10 in any one dept.

Dept. I _____ Dept. II _____ Dept. III _____

PS 5 Psy 5 Soc 5
 " 5

☐ **Comparative Cultural Studies** 8 cr

Eng 5

☐ **Math/Comp Sci** One approved course

☒ Cleared to take math
 See catalog for options

☐ **Science** 4 courses

A. Take three from the following 4 depts.

Exempt one science
 Biol _____ Geol ☒

Chem _____ Phys/Astr _____

B. And one additional course

(Geol)

Refer questions concerning this evaluation
 to a credit evaluator — OM 230

For advisement and evaluation of Professional Education requirements for BA in Ed and Teacher Certification, see Teacher Education Advisement Office — Miller Hall 204.

MEMORANDA

Page 3 is to be used where there is need for a written record concerning special waivers, or any other commitments pertinent to academic planning.

Eastern Washington State College

DATE 2-17-74 EVALUATED BY 4

TRANSFER QUARTER CREDITS ALLOWED

90

CUM. G.P.A. 2.00

EWSC

General College Requirements					Professional Education Requirements				
Subject Area	Cr. Gr.	Dept. & No.	College	To Do	Dept. & No.	Cr. Gr.	Course Title	Upper Division Cr.	
English Proficiency	4 B	ENGL-101	YVC		Speech	3 B	SP-140	YVC	
	4 B	ENGL-102	"		HEC 460	5			
	OK				Mth. Ctr				
Humanities	3+3 B+A	ENGL-225	H	103-4VC					
	3+3 B+B	H		104-120	Ed 201	3			
	3+2 B+B	100-101	(115P)	"	Per 302	5			
					Ed 303	5			
Science	5 C	BIOL-101	YVC		St Teach	16			
	5 C	PHYS-102	"						
Math	5 D	PHYS-101	"						
	5 B	Math 104	YVC						
Social Sciences	5 B	Psych-101	"						
	5 C	Psych-102	"						
Physical Services	1	15 B							
	1	15							
	1	15							
TOTAL CREDITS ACCEPTED:					CHECK BULLETIN OR EDUCATION DEPT. FOR ADDITIONAL REQUIREMENTS				
EWSC — 90					General College Requirements Complete				
EWSC — 52					C. College of W.C. Sp 74				
1-13									

THIS FORM LISTS ONLY GENERAL COLLEGE AND PROFESSIONAL EDUCATION REQUIREMENTS. THE TOTAL QUARTER CREDITS ALLOWED REFLECTS THE NUMBER OF CREDITS TRANSFERRED. COURSES WHICH MIGHT BE USED IN YOUR MAJOR OR MINOR SHOULD BE CHECKED WITH THE APPROPRIATE DEPARTMENT. THE EVALUATION OF GENERAL COLLEGE REQUIREMENTS IS SUBJECT TO CHANGE DEPENDING ON YOUR EWSC MAJOR.

Department of Psychology
University of Washington

Reevaluation of a Transfer Course

If credits transferred to the University of Washington are not evaluated as psychology credits, is it possible to have a reevaluation done? Yes. It is also possible to have transfer credits evaluated as "Psychology X" reevaluated as a specific psychology course, e. g. Psychology X (5 credits) to Psychology 345 (5 credits). However, in order for this to be done, certain materials must be available. Without these materials a reevaluation is not possible.

The following things should be taken to either Vicki Wilson or Patricia Lunneborg in the Psychology Advisory Office (114 Guthrie, 543-2698) in order for a reevaluation to be done:

- 1) the catalog description of the particular transfer course in question (not the UW description but the description of the course where it was taken);
- 2) an outline or syllabus of the course as it was taught at the previous school;
- 3) the books used in the course (or, at least, a complete written list of the book names and authors); and
- 4) written papers, class notes and tests from the course that may better define its content.

Please plan ahead. The advisors need at least 3 weeks in order to do the reevaluation. Because of time restrictions, last minute requests just won't be able to be met.

We are more than willing to make a reevaluation if an error has been made but in order to do so it is a necessity that we have the above materials and be given adequate time.

INTERINSTITUTIONAL AGREEMENT AMONG THE WASHINGTON STATE PUBLIC
FOUR-YEAR INSTITUTIONS REGARDING THE TRANSFERABILITY OF COURSES

I General Statement of Policy in Business Administration--State of Washington

The state colleges and universities in the state of Washington recognize the many problems caused by lack of standardization with regard to curriculum policies, especially in the transfer area. To help community colleges advise their students who plan to transfer to one of the five State higher-education institutions, a basic policy statement has been developed as follows:

In a baccalaureate degree program, Business Administration is essentially an upper-division curriculum; this position is supported and encouraged in the standards set forth by the American Assembly of Collegiate Schools of Business. Thus, students should concentrate on general educational requirements during their lower-division (freshman and sophomore) programs. These lower-division requirements should include such business subjects as introductory Accounting and Business Law, and related or supportive areas, such as Economics and Mathematics.

Students transferring to a four-year school, who have taken a relatively heavy proportion of business courses during their first two years, should plan to take at the four-year school the business administration courses normally required at the upper-division level. All transcripts will be individually reviewed to determine the transferability of courses. Students may consult with counselors if questions arise. However, students with a substantial number of lower-division business courses on their transcript, should expect to spend more than a total of four years in obtaining a baccalaureate degree.

Advisors at the community colleges should encourage each student to examine carefully the lower-division requirements of the particular four-year school to which the student plans to transfer, and to follow that program closely. Students should be advised to complete all the lower-division requirements, as specified for the four-year school's Business Administration degree requirements--whether they be in the Mathematics, Liberal Arts, Natural Sciences, or Business Administration area--before transfer. It is recognized that certain lower-division requirements (i.e., Computer Programming, Business Statistics, etc) may not be offered at all community colleges: these circumstances will be taken into consideration by the four-year institutions at the time of transfer.

II. Implementation of Policy

The general guidelines given in the Accreditation Standards of the American Assembly of Collegiate Schools of Business are followed by the five state institutions.

Each school specifies what lower division business courses shall be required. By informal agreement these include introductory courses in accounting, law, computer programming, statistics, and economics. Each school will specify which community college courses will transfer as equivalents.

The five institutions have agreed that they will not accept for credit toward meeting graduation requirements any courses taught at the lower division level which are taught at the junior and senior level at the four-year institutions. Such courses may be considered as lower division elective credits. Up to 6 semester (9 quarter) hours of lower division business elective credits will be accepted as part of the 24 semester (36 quarter) elective credits, but not as part of the 48 semester (72 quarter) required business credits.

Advanced standing credit is not granted for more than the number of years for which the community college or other institution is accredited. The last two years or 60 semester (90 quarter) hours of credit must be taken at an accredited baccalaureate degree-granting institution. The senior year, normally 30 semester (45 quarter) hours of credit must be completed at the degree-granting institution.

BUSINESS

1. What specific business courses at GRCC helped you the most in preparing for the business courses at the four-year school? Why? (Give course name and number).
2. What business courses need improvement at GRCC? Why? (Give course name and number).
3. Are the Accounting 210, 220, 230 sequences proper preparation for the 300 level courses at the four-year school?
4. Did the statistic courses at GRCC prepare you for marketing? Explain.
5. Are you prepared in probability theory?
6. Are you prepared in regression analysis?
7. Has the law course at GRCC been useful to your business curriculum at the four-year school?
8. Was Business 101 at GRCC useful to you?

CREATIVE ARTS (SPECIFICALLY ART, MUSIC, DRAMA, JOURNALISM)

1. Were the courses taken sufficiently adequate in content and instruction to prepare you for your further studies? If not, can you cite specific areas in which needed information was either omitted or inadequately covered?
2. Can you give some examples of specific strengths and/or weaknesses in the instruction at GRCC?
3. How would you rate the instruction at GRCC to that which you are presently receiving?
4. When you were at GRCC, were you advised properly to take courses you needed for continued work at your present institution?

MATHEMATICS

1. Please evaluate the Math courses taken at Green River, relating your answer to depth, content, method of presentation, difficulty, etc., and cite the specific course described.
2. How would you rate the quality of instruction in math courses at Green River? (Circle one)
(a). excellent (b) above average (c) average (d) below average (e) poor
3. How well did the Math courses at Green River prepare you for subsequent Math courses at the University?
(a) very well (b) well (c) adequately (d) poorly (e) very poorly
4. Please list any topics you feel should be included in math courses at Green River that would help you in advanced work at the University.
5. Please list any irrelevant topics covered in math courses at GRCC.
6. Please list in column headed Green River the name and number of courses taken there and grade received. In the column headed University, give the name and number of courses taken there and grade received.

Green RiverUniversity

APPENDIX F

Faculty from the following institutions and departments have met or otherwise attempted to improve curricular articulation within their disciplines.*

Law and Justice: CWSC and CC's

Fine Arts (Music, Drama, Art, Radio/TV): EWSC and faculty from both two- and four-year institutions

Architecture: UW and Seattle Community Colleges

Engineering: UW Engineering Adviser visits all CC's annually to meet with faculty, students and counselors

Psychology: WWSC and CC's

Business: UW and CC's
WWSC and CC's
Deans of Business of all four-year institutions meet annually

Home Economics: WWSC and CC's
UW and CC's

Physical Education: WWSC and CC's

Environmental Studies: Huxley (WWSC) and CC's

Agricultural Technology: Whatcom and WSU

English and Communication: Tacoma CC contacted all other CC's and four-year institutions to ascertain how their courses compared with those offered elsewhere

Human Services: SFCC made program revisions after extensive discussions with area four-year institutions

Life Sciences (Nursing): SFCC and EWSC
Clark College; Math-Science-Data Processing Division: Courses currently undergoing analysis to determine if content has validity to transfer as a college-level (numbered 100 or over) course.

WSU: Faculty representatives from 6 to 12 academic areas annually visit their counterparts in more than half of the state's community colleges.

*Most efforts to improve curricular articulation are restricted to an exchange of information regarding course content and the text-book(s) used.

There are many courses offered at the community colleges, which are in the academic areas in which the University grants degrees, but which do not transfer as specific classes. It usually is the case that such courses simply do not correspond to the University course descriptions, and thus cannot be numbered in an equivalent way. Non specific courses are notated with an X instead of a number in the academic area, for example English X, or History X. The same grade and the same credit transfers. This area X credit is degree applicable in the same manner as specific credit with departmental approval.

A number of community college academic programs which are not offered at the University are also transferable as area or departmental X credit as shown in the following list:

COMMUNITY COLLEGES

Agriculture
Business Management
Dental Hygiene

Childhood Education
College Newspaper
Environmental Science - Ecology

Conservation of Natural Resources
Ethnic Studies
Family Life Education
Fashion Merchandising
General Business
(exclusive of BG & S 101 and 200)
Horticulture
Hotel-Motel Management
Human Relations-Human Services
Insurance
Labor Studies
Landscape
Management-Midmanagement
Marketing
Mass Media
Medical Technology

Mental Health
Nursing

Outdoor Recreation-Recreation
Photography
Photography (Editorial or
Photo-Journalism)
Physical-Occupational Therapy

Police Science or Law Enforcement

Real Estate
Social Service Education
Social Work
Supervision Management

UNIVERSITY OF WASHINGTON

Natural Science X, Bus. Ad. X or X*
Business Administration X
Dental Hygiene X, except no credit
for majors
Social Welfare X
Communications X (max. 3)
Natural Science X, Environmental
Studies X, or X*
Natural Science X, Forestry X, or X*.
Social Science, Humanities, or Dept. X*
Social Welfare X
Home Economics X (max. 15)

Business Administration X
Natural Science X
Business Administration X
Social Welfare X, Social Science X or X*
Business Administration X
Social Science X
Landscape Architecture X
Business Administration X
Business Administration X
Communications X
Medical Technology X, except no
credit for majors
Health Education X
Nursing X, except no credit for
nursing majors
Recreation X
Art X (max. 9 qtr. credits)

Communications X (max. 3)
Physical-Occupational Therapy X,
possible credit for Physical and
Occupational Therapy majors
Society and Justice X (max. possible
30 credits, see pages 66-68).
Business Administration X
Social Welfare X
Social Welfare X
Business Administration X

Other studies frequently completed at the community college are more vocational and technical in nature. The following three groups are programs of this nature: credit from these groups is limited in transfer. Fifteen elective credits may be allowed at the point of admission for each of the following groupings:

1. Data Processing (excluding equivalents)
2. Secretarial Science courses above beginning typing
3. Practical Accounting and Bookkeeping
 - Architectural Drafting
 - Biomedical Photography
 - Building Construction Technology
 - Career Exploration (max. 3 qtr. credits)
 - Counseling-Guidance
 - Cooperative Work Experience-Community Experience-Independent Study
 - Drafting-Drafting Technology
 - Electronics
 - Engineering Technology (Mechanical, Electro-Mechanical, and Civil)
 - Environmental Technology
 - Food Service, Management, Marketing
 - Forestry Technology
 - Graphic Arts-Drafting
 - Individual Development (Bellevue: ID 152x, 152y, 160-169, 172-175
(max. 3 qtr. cr.), 180-189, 285,
291-295 only)
 - Industrial Communication-Industrial Drawing-Industrial Education-
Industrial Graphics
 - Law Enforcement-Police Science-Corrections (15 quarter credits above
standard Law Enforcement or Police Science courses already trans-
ferable, see pages 66-68)
 - Leadership Principles
 - Legal Assistant
 - Library Technology
 - Marine Technology
 - Metals-Welding
 - Oceanography Technology
 - Occupational and Health Safety
 - Radio - T.V. Technology
 - Transportation
 - Visual Communications Technology

APPENDIX G

A number of programs and courses offered at the community colleges are designed for occupational, remedial, or community service purposes and are not related or transferable to the University of Washington. Although valuable toward the student's personal enrichment and for employment training skills, such studies cannot be accommodated in the baccalaureate degrees of the University. These non-transferable curricula include:

- Aeronautics-Aviation-Maintenance (excluding Meteorology)
- Air Conditioning-Heating-Refrigeration
- Allied Health (Optics)
- Animal Technology
- Auto Body Rebuilding-Mechanics
- Carpentry and Construction Methods
- Commercial Design
- Commercial Foods, Baking, Cooking
- Cosmetology
- Custodial Training
- Dental Assistant
- Dental Laboratory Technology
- Diesel Mechanics and Technology
- Developmental Education
- Emergency Medical Technician
- Farriery
- Fire Science
- Graphic Reproduction Technician
- Instructional Assistant
- Machine Shop
- Machine Technology
- Maintenance
- Mathematics (Technical, Applied, Business, Industrial)
- Medical Assisting
- Medical Secretary and Records
- Optometric Technician
- Practical Nursing
- Public Works Technician - Water Science Technology
- Quality Control
- Radiological Technology
- Remedial English and Reading
- Replacement Parts
- Respiratory or Inhalation Therapy
- Sales and Distribution
- Secretarial (Beginning Typing)
- School Service Aides
- Stationary Steam Engineering
- Study Skills

APPENDIX H

REPRESENTATIVE PAGES FROM

"TRANSFER ADVISER'S HANDBOOKS"

1. CWSC
2. UW
3. WSU
4. WWSC

Thema

CENTRAL WASHINGTON STATE COLLEGE

1974-75 Community College Transfer Program

GENERAL INFORMATION

Course equivalencies are established annually by Central's department chairmen. The attached equivalency sheets should be used by students starting their major and minor programs at the community college. Any variations from these equivalencies must be approved by Central's department chairmen. NOTE: These are not the only courses which will transfer.

A maximum of 90 quarter credits (numbered 100 and above) earned at community colleges will be allowed toward fulfilling graduation requirements insofar as the courses satisfactorily completed meet the college requirements for the baccalaureate degree. Credits earned in lower-division courses will not be allowed in meeting the 60 credit upper-division requirements.

BASIC AND BREADTH REQUIREMENTS

The General Education Program requires each candidate for the bachelor's degree at Central Washington State College to fulfill the Basic and Breadth requirements.

Basic Requirements 9 credits

1. English 101, 301 (6 credits) Community College students may satisfy this requirement by completing any two composition courses at the community college.
2. Physical Education Activities (3 credits)

Breadth Requirements 50 credits

1. Each student must take at least 50 credits distributed among the three broad areas of knowledge (Humanities, Social Sciences and Natural Sciences).
2. At least 10 of the 50 credits are to be taken from the area in which the student's major discipline appears, and no fewer than 20 credits from each of the other two areas. Students are limited to 10 credits in any one discipline of the two 20 credit areas and to 5 credits in any one discipline in the 10 credit area.
3. Students with no major in any one of the three broad areas may designate the broad area from which 10 credits are taken.
4. Credits in the 10 and 20 credit areas must each include at least two disciplines.
5. Each student must choose at least one laboratory course in biological or physical sciences.

Humanities

1. Art
2. English
3. Foreign Languages
(French, German, Spanish)
4. Humanities
5. Music
6. Philosophy
7. Theatre and Drama

Social Sciences

1. Anthropology
2. Communications
3. Economics
4. Ethnic Studies
5. Geography
6. History
7. Law & Justice
8. Political Science
9. Psychology
10. Sociology

Natural Sciences

1. Biological Sciences
(Biology, Botany, Zoology)
2. Chemistry
3. Geology
4. Mathematics
5. Physics

The following list of Central courses will satisfy Breadth requirements. Please check the equivalency sheets to determine community college courses which may be taken to fulfill these requirements.

In the event of a course which is not a direct equivalent, a petition may be filed with the Dean of Undergraduate Studies for permission to use that course in the Breadth Requirements.

HUMANITIES

Art			English			Humanities		Physical Education	
100	410	452	341	353	382	101	103	161	
235	412	453	342	354	383	102	199		
336	413	456	350	360	420			Religious Studies	
337	423	459	351	361	476	Music		347	
357			352	381	484	100	270		
Chinese			Ethnic Studies			101	272	Spanish	
						144	274		
151	251		373	403		Philosophy		151	202
152	252							152	251
153	253		French			207	355	153	252
Education			151	204		208	356	201	253
			152	251		260	358	Theatre & Drama	
467			153	252		275	359	107	373
English			203	253		301	372	243	381
			German			345	376	363.1	382
130	240	253				346	378	363.2	383
140	247	254	151	251		348	445	363.3	470
141	248	307	152	252		350	467	371	475
230	251	330	153	253		352	487		
235	252	340	205	301		353	488		
						354			

NATURAL SCIENCE

Anthropology		Chemistry		Geology		Computer Science	
110	311	101	113.1	145	350	140	210
120	312	101.1	181	146	380	177	
210	327	111	181.1	245	386	Philosophy	
Biological Sciences		111.1	182	345		260	480
		112	182.1	Health Education		Physics	
104	301	112.1	264	250		101	301
104.1	302	113	301	Home Ec.- Fam. & Con. St.		211	302
111	311	Environmental Studies		FN 200		212	305
112	312	301	302	Mathematics		264	
113	347	Geography		100	164.2	Psychology	
205	385	107	388	130.1	170	477	478
Botany		386		130.2	250	Technology & I.E.	
211	250			163.1	310	210	271
Zoology				163.2	311		
270				164.1			

TACOMA COMMUNITY COLLEGE

Students receiving an "Associate in Arts and Science Degree (Option A)" from Tacoma Community College will automatically meet the "Basic and Breadth Requirements" at Central Washington State College.

	<u>T.C.C.</u>	<u>C.W.S.C.</u>		<u>T.C.C.</u>	<u>C.W.S.C.</u>
Anthro.	100	100	Bus.Ed.	102	375
	107	347	(cont.)	103	151
	201	110		104	152
	202	130		105	153
	205	120		115	271
				116	392
Art	100	100		130	161
	105	150		131	162
	106 or 107	250		134	275
	109	170		225	385
	110	270			
	201		Chem.	100	101,101.1
	202 } any	265		101	111,111.1
	203 }			102	112,112.1
	205	277		140	181,181.1
	212	235		150	182,182.1
	220 or 221	291		160	183,185
	250 or 251	285		221	251
	256	260		231	360,360.1 or
	257	261			361,361.1
	258	262		232	362,362.1
	259	263		233	363,363.1
	272	280			
	273 or 274	281	Comm.	100	250
Biology	101	104		131,132,133 any	100
	103	113		140	243
	106	104		220	250
	111	111		230	252
				231,232,233 any	200
Botany	112(Bio)	211	Drama	100	200
				101	107
Bus.Ad.	112, 113	241		151-153 any	269
	200	241		210,215,220	266,267
	210	251		259(Eng)	107
	220	252			
	240,241(Math)	221	E.C.E.	Students with a major in ECE must have all elective courses approved by the departmental advisor. Course titles from other disciplines will be considered, but must relate to the student's particular area of interest. Sixteen to twenty credits of the electives are usually allowed.	
	256	221			
Bus.Ed.	A proficiency test in the basic skill areas (type-writing, shorthand) will be given to determine placement.				

TACOMAUNIVERSITY OF WASHINGTON

Courses offered by this institution which are not listed are: 1) those numbered under 100 which are not transferable; 2) those which do not have equivalencies at the University of Washington but which do transfer as departmental X credit.

ACCOUNTING

Acctg. 210, 220 (5,5)
Acctg. 231, 245-299 (5 each)
Acctg. 240 (5)

Acctg. 210, 220, 230 (3 each), X (1)
B.A. X (5 each)
Q.M. 200 (2), X (3)

AEROSPACE STUDIES 110-215 (2½ each)

No credit

ANTHROPOLOGY

Anthro. 100 (5)
Anthro. 107 (5)
Anthro. 201 (5)
Anthro. 202 (5)
Anthro. 205 (5)

ANTHROPOLOGY

Anthro. 100 (5)
Anthro. 311 (3), X (2)
Phys. Anthro. 201 (5)
Anthro. 202 (5)
Archy. 205 (5)

ART

Art 100-213, 250-299 (3-5 each)
Art 220-221 (5,5)

ART

Art X (3-5)
Art X (5) max 9

BANKING AND FINANCE 102-154 (1-5 each)

B.A. X (1-5)

BIOLOGY

Biol. G100A (5)
Biol. 101, 102 (5,5)
Biol. 103 (5)
Biol.-Bot. 112 (5)
Biol.-Micro. 201 (5)
Biol.-Anat. & Phys. 206, 207, 208
(5 each)

No credit

Biol. 101, 102 (5,5)
Biol. 210 (5)
Bot. 320 (5)
Micro. 301, 302 (3,2)
Biol. Struct. 301, Zool. 208 (4,5)
X (6) when all three are taken

BUSINESS

Bus. 101 (5)
Bus. 102, 143, 163, 225 (3-5 each)
Bus. 103, 110 (3,5)
Bus. 104, 105, 115-117, 120-134 (3-5)
Bus. 118, 235 (2,5)
Bus. 140, 141 (5,5)
Bus. 200 (5)
Bus. 256 (5)
Bus. 299 (1-5)

B,G & S 101 (5)

B.A. X (3-5)

No credit

Sec. Sci. X (3-5)*

Data Processing X (2,5)*

X (5,5)*

B,G & S 200 (5)

Q.M. 201 (4), X (1)

The way in which this course transfers
depends on its content

CAREER DEVELOPMENT

Career Devt. 115 (1-3)
Career Devt. 100, 200 (2, 1-5)

Home Ec. X (1-3)

X (2, 1-5) max 3*

CHEMISTRY

Chem. 100 (5)

CHEMISTRY

Chem. 100 (5)

*For max allowable see pages 6-7

TACOMA

Chem. 101, 102 (5,5)
Chem. 140, 150, 160 (5 each)
Chem. 221 (5)
Chem. 231, 232, 233 (5 each)

If high school chemistry has been taken, no credit will be granted for Chem. 100 and no more than 5 credits will be allowed from among credits earned for Chem. 101 and 140.

CRIMINAL JUSTICE 100-207 (3-5 each)

DRAMA 100-299 (1-5 each)

ECONOMICS 200, 201 (5,5)

EDUCATION 200 (5)

EMERGENCY MEDICAL CARE 110-123 (6-12 each) No credit

ENGINEERING

Engr. 100 (1)
Engr. 101, 102, 103 (3 each)
Engr. 112 (4)
Engr. 113 (4)

ENGLISH

Engl. G-100A, G-100B, G-100C (5 each)
Engl. 101, 102 (5,5)
Engl. 201 (3)
Engl. 240, 241, 242 (5 each)
Engl. 257, 258, 259 (5 each)
Engl. 267, 268, (5,5)
Engl. 270 (5)
Engl. 276, 277 (3,3)
Engl. 278, 279 (2,2)

FORESTRY 101, 102, 103 (2 each)

FRENCH

French 101, 102, 103 (5 each)
French 201, 202, 203 (5 each)

GEOGRAPHY

Geog. 100 (5)
Geog. 205 (5)

GEOLOGY

Geol. G-100A (5)
Geol. 101 (5)
Geol. 103 (5)
Geol. 106 (5)
Geol. 208 (5)
Geol. 210 (5)

UNIVERSITY OF WASHINGTON

Chem. 101, 102 (5,5)
Chem. 140, 150, 151, 160, 170 (4,4,2,4,3)
Chem. 221 (5)
Chem. 231, 241, 235, 242, 236 (3,2,3,2,3)
X (2)

SOCIETY AND JUSTICE X (3-5)**

DRAMA X (1-5)

ECONOMICS 200, 201 (5,5)

EDUCATION X (5)

ENGINEERING

Engr. 110 (1)
Engr. 123 (2-8 max), X
Engr. 180 (4)
Engr. 230 (4)

ENGLISH

No credit
Engl. 171, 172 (3,3), X (4)
Engl. 271 (5)
Engl. 251 (5), X (10)
Engl. 212, 211, 213 (5 each)
Engl. 267 (5), X (5) when both taken
Engl. 358 (5)
Engl. 277 (5), X (1)
Engl. 274 (5), when both are taken

FORESTRY 100 (5) if all three taken

FRENCH

French 101, 102, 103 (5 each)
French 201, 202, 203 (5 each)

GEOGRAPHY

Geog. 100 (5)
Geog. 205 (5)

GEOLOGY

No credit
Geol. 101 (5)
Geol. 103 (5)
Geol. 106 (5)
Geol. 308 (5)
Geol. 102 (5)

**See pages 66-68

TACOMA

GERMAN

German 101, 102, 103 (5 each)
 German 201, 202, 203 (5 each)
 German 210, 211 (3,2)
 German 220, 221 (3,2)
 German 230 (3)
 German 231 (2)

HEALTH TECHNOLOGY 110-210 (3 each)

HISTORY

Hist. G-100A, G-100B (5,5)
 Hist. 110 (5)
 Hist. 111, 112, 113 (5 each)
 Hist. 150 (5)
 Hist. 211 (5)
 Hist. 230 (5)
 Hist. 241, 242, 243 (5 each)
 Hist. 264 (5)

HOME & FAMILY LIFE 105-135 (2-5 each)

HUMAN RELATIONS 100-299 (2-5 each)

HUMAN SERVICE WORKER

HSW 100-203, 205 (1-5 each)
 HSW 204 (5)

HUMANITIES G-100A (5)

JOURNALISM

Journ. 100 (1)
 Journ. 201-250 (3-5 each)

LIBRARY SCIENCE 100 (2)

MATHEMATICS

Math. 101 (5)
 Math. 103 (5)
 Math. 106 (5)
 Math. 124, 125, 126 (5 each)
 Math. 157 (5)
 Math. 205 (5)
 Math. 238 (3)
 Math. 240, 241 (3,3)

MEDICAL RECORD TECHNOLOGY 130-232
 (2-5 each)

MUSIC 100-271 (1-5 each)

UNIVERSITY OF WASHINGTON

GERMAN

German 101, 102, 103 (5 each)
 German 201, 202, 203, 207 (5,5,3,2)
 German 201 (5)
 German 202 (5)
 German 207 (2), X (1)
 German 203 (3)

No credit

No credit

EASIA 210 (5)
 HST 111, 112, 113 (5 each)
 Soc. Sci. 150 (5)
 EASIA 211 (5)
 EASIA 213 (5)
 HSTAA 201 (5), X (10)
 HSTAA X (5)

HOME ECONOMICS X (2-5)

SOCIAL SCIENCES X (2-5)

Social Welfare X (1-5)

No credit

No credit

COMMUNICATIONS

Comm. X max 3
 Comm. X (3-5)

LIBRARIANSHIP X (2)

MATHEMATICS

Math. 101, No credit from Autumn 1970
 Math. 170 (3), X (2)
 Math. 104, No credit from Autumn 1972
 Math. 124, 125, 126 (5 each)
 Math. 157 (4), X (1)
 Math. 205 (3), X (2)
 Math. 238 (3)
 Math. 281 (5), X (1), when both taken

No credit

MUSIC X (1-5)

WASHINGTON STATE UNIVERSITY

109

FOREST MANAGEMENT OR RANGE ECOLOGY TRANSFER PROGRAMS

This department grants two separate degrees: B.S. in Forest Management and B.S. in Range Management. A minimum of 128 hours is required for graduation in either field. Many of these hours are specified departmental requirements. It will be necessary for students to carefully select community college courses to meet these requirements if they wish to keep enrollment time at WSU at a minimum.

FOREST MANAGEMENT

There are three distinct forestry program situations at community colleges. Some have forestry pre-professional courses; some have forest technician courses; and others have both or neither of these. Pre-professional programs are comprised of college level courses including some beginning professional forestry courses which will usually transfer with full credit. Technician programs contain some vocational sub-college level courses which are not transferable. Curriculum suggestions are indicated below. A curriculum in Wildland Recreation is also available, which emphasizes social sciences and does not qualify the graduate as a professional forester.

RANGE MANAGEMENT

Selections of pre-professional range management courses available in community colleges are indicated in the lists below. This curriculum integrates knowledge of ecology, animal science (including wildlife) and soils into a capability for solving range management problems. The pre-professional range management student should work toward completion of general university requirements and basic science courses as available. These should include the social science and humanities elective plus biological science (or botany), chemistry through organic, mathematics through trigonometry and physics. Where community colleges have soils and animal science courses which are transferable, these also may be added to the transfer program.

Options

The following options in either forest or range management are designed to meet individual interests of students: Forest Management, Range Management, Biological Science, Business, Conservation, Physical Science, Recreation, Soils, Wildlife Habitat and others. For example, a student majoring in Forest Management may designate an option in Wildlife Habitat, and in so doing will take a large part of his elective courses in Wildlife and related subjects.

Footnotes:

*See pages 1-13 and the WSU Catalog for courses meeting the general university requirements.

¹Range Management only.

²Forest Management only.

³Range Management majors only required to complete mathematics through algebra and trigonometry. One quarter of calculus is sufficient for forestry majors.

⁴Fifteen quarter hours of chemistry will be sufficient for Forest Management. Range Management requires one quarter of organic chemistry in addition.

⁵Forest Management required to take Physics 101 and either Physics 102 or Geology 101. Range Management majors are encouraged to take Geology 102.

117 FORESTRY

SKAGIT VALLEY COLLEGE (Cont'd)

⁴ Chemistry 101, 102 or 105, 106 and 240	8-12	⁴ Chemistry 101, 102, 103 or 111, 112 114, 115 and 230	13-21
Physics 101	4	Physics 104	5
⁵ Physics 102 or Geology 101	4	⁵ Physics 105 or 106 or Earth Science 103	5
² Forestry 110	1	No Equivalent	-
² Forestry 201	3	No Equivalent	-
² Forestry 230	3	No Equivalent	-
Soils 201	4	No Equivalent	-
¹ Animal Science 101	3	¹ Agriculture 102	5
² Civil Engineering 101	3	² Engineering 121	3
³ Mathematics 107, 171 or 201, 202	6-7	³ Mathematics 111, 112, 124 or 141, 142	10-13

SPOKANE COMMUNITY COLLEGE-SPOKANE FALLS COMMUNITY COLLEGE

Washington State University	S.H.	Spokane Community College	Q.H.
*Communications Proficiency (3 must be written)	6	*Communications Proficiency (a minimum of 4 must be written)	9
Economics 201 or 102, 203	4-6	Economics 100 or 201, 202	5-10
*Social Science Elective	0-2	*Social Science Elective	0-5
*Humanities Elective	6	*Humanities Elective	9
Biological Science 103, 104	8	Biological Science 101 (No equivalent to 104, Substitute 111)	10
⁴ Chemistry 101, 102 or 105, 106 and 240	8-12	⁴ Chemistry 101, 102, 103 or 141, 142, 143, 201, 211	15-20
Physics 101	4	Physics 101	5
⁵ Physics 102 or Geology 101	4	⁵ Physics 102 or 103	5
² Forestry 110	1	Natural Resources 102	3
² Forestry 201	3	Natural Resources 103	5
² Forestry 230	3	Natural Resources 201	5
Soils 201	4	Soils 103	5
¹ Animal Science 101	3	¹ Agriculture 102	5
² Civil Engineering 101	3	No Equivalent	-
³ Mathematics 107, 171 or 201, 202	7-6	³ Mathematics 111, 112, 124 (No equivalent to 201, 202)	15

TACOMA COMMUNITY COLLEGE

Washington State University	S.H.	Tacoma Community College	Q.H.
*Communications Proficiency (3 must be written)	6	*Communications Proficiency (a minimum of 4 must be written)	9
Economics 201 or 102, 203	4-6	Economics 200 and/or 201	5-10
*Social Science Elective	0-2	*Social Science Elective	0-5
*Humanities Elective	6	*Humanities Elective	9
Biological Science 103, 104	8	Biology 101, 102, 103	15
⁴ Chemistry 101, 102 or 105, 106 and 240	8-12	⁴ Chemistry 140, 150, 160 and 231	15-20
Physics 101	4	Physics 114	5
⁵ Physics 102 or Geology 102	4	⁵ Physics 115 or 116 or Geology 101	5
² Forestry 110	1	² Forestry 101, 102, 103	6
² Forestry 201	3	No Equivalent	-
² Forestry 230	3	No Equivalent	-
Soils 201	4	No Equivalent	-

118 FORESTRY

TACOMA COMMUNITY COLLEGE (Cont'd)

¹ Animal Science 101	3	No Equivalent	-
² Civil Engineering 101	3	No Equivalent	-
³ Mathematics 107, 171 or 201, 202	7-6	³ Mathematics 105, 106, 124 (No equivalent to 201, 202)	15

WALLA WALLA COMMUNITY COLLEGE

Washington State University	S.H.	Walla Walla Community College	Q.H.
*Communications Proficiency (3 must be written)	6	*Communications Proficiency (a minimum of 4 must be written)	9
Economics 201 or 102, 203	4-6	Economics 200 or 201, 202	5-10
*Social Science Elective	0-2	*Social Science Elective	0-5
*Humanities Elective	6	*Humanities Elective	9
Biological Science 103, 104	8	Biology 101, 102	10
⁴ Chemistry 101, 102 or 105, 106 and 240	8-12	⁴ Chemistry 121, 122, 123 and 231	15-20
Physics 101	4	Physics 101	5
⁵ Physics 102 or Geology 102	4	⁵ Physics 102 or 103 or Geology 101	5
² Forestry 110	1	No Equivalent	-
² Forestry 201	3	No Equivalent	-
² Forestry 230	3	No Equivalent	-
Soils 201	4	Agriculture 101	5
¹ Animal Science 101	3	No Equivalent	-
² Civil Engineering 101	3	No Equivalent	-
³ Mathematics 107, 171 or 201, 202	7-6	³ Mathematics 106, 107, 221 (No equivalent to 201, 202)	14

WENATCHEE VALLEY COLLEGE

Washington State University	S.H.	Wenatchee Valley College	Q.H.
*Communications Proficiency (3 must be written)	6	*Communications Proficiency (a minimum of 4 must be written)	9
Economics 201 or 102, 203	4-6	Economics 150 or 201, 202	5-10
*Social Science Elective	0-2	*Social Science Elective	0-5
*Humanities Elective	6	*Humanities Elective	9
Biological Science 103, 104	8	Biology 101, 102, 103	15
⁴ Chemistry 101, 102 or 105, 106 and 240	8-12	⁴ Chemistry 121, 122, 123 and 210	15-20
Physics 101	4	Physics 101	5
⁵ Physics 102 or Geology 101	4	⁵ Physics 102 or 103 or Geology 100	5
² Forestry 110	1	Forestry 100	3
² Forestry 201	3	² Forestry 101	5
² Forestry 230	3	No Equivalent	-
Soils 201	4	Agriculture 203	5
¹ Animal Science 101	3	¹ Agriculture 102	5
² Civil Engineering 101	3	² Engineering 121	3
³ Mathematics 107, 171 or 201, 101	7-6	³ Mathematics 103 105 (or 120), 124 (No equivalent to 201, 202)	10-15

WESTERN WASHINGTON STATE COLLEGE

GENERAL COLLEGE REQUIREMENTS - PARALLEL PROGRAM
for
TACOMA COMMUNITY COLLEGE

The following is a list of courses which parallel WWS's General College Requirements. These requirements are effective beginning Fall Quarter, 1974. Prior to graduation from Western, students must complete the General College Requirements, unless transferring from Tacoma Community College with the Associate in Arts & Sciences Option A Degree. A maximum of 12 credits from one department may be applied to the General College Requirements with the exception of General Studies and Foreign Languages. In Foreign Languages 20 credits of a single foreign language may be used to satisfy the entire Humanities requirement. As many as 12 credits may be applied both to the General College Requirements and to the major. For further information please contact the Office of Admissions and High School/College Relations at Western or the Western representative who visits your campus.

I COMMUNICATIONS - 6 credits

Complete both A and B below.

A. English 101

B. One course from the following:

Business 225

English 102, 104

Journalism 200

Speech 100, 131, 132, 133, 220, 230, 231, 232, 233

II HUMANITIES - 20 credits

Course work must be distributed among at least three departments with no more than 10 credits from any one department. (Exception: 20 credits-not in translation-from a single foreign language may be used to satisfy the entire Humanities requirement.)

Art 100, 212, 213

Drama 101

English 240, 241, 242, 257, 258, 259, 264, 265, 266, 267, 268, 269, 271

History G100-A, 111, 112, 113, 241, 242, 243

Music 107, 207, 208, 209

Philosophy 100, 215, 267

III SOCIAL SCIENCES - 17 credits

Course work must be distributed among at least three departments with no more than 10 credits from any one department.

Anthropology 100, 202, 205

Economics 200, 201

History 282

Journalism 210

P.E. 190, 250

Political Science 201, 202, 203, 204, 208

Psychology 100, 201, 205, 206

88 Sociology 110, 230, 240, 270

WESTERN WASHINGTON STATE COLLEGE

Lower Division Major Program Recommendations

DEPARTMENT: Geology

MAJOR: Environmental Geology Major Concentration

DEGREE: Bachelor of Science in Geology

REQUIRED CREDITS: 60 credits in Geology plus Supporting Courses
in Chemistry, Mathematics, Physics, & from
Huxley College

I LOWER DIVISION RECOMMENDATION:

Physical Geology
Historical Geology
Geology of Washington or Western U.S.
1st year Chemistry
1st year Math
1st year Physics
1st year Biology

II RECOMMENDED SUPPORTING COURSES:

1 year of general chemistry
1 year of physics
1 year of math

Courses with environmental emphasis in Biology, Chemistry, Geography,
Physics, Oceanography, or Zoology

III OTHER SUGGESTIONS:

Completion of the General College Requirements as time allows.

This program is for students especially interested in Environmental
Hazards and methods of control.

This program is for students interested in becoming a professional
geologist with interest in governmental and industrial planning.

COURSES ACCEPTED ON TRANSFER FROM TACOMA CC
1973-74

Anthropology - All courses p 26
Art - All courses p 27
Biology - All courses 100+ p 28
Business and Economics
 Accounting - All courses p 28-29 except 255
 Business - All courses p 31 except 108, 118, 120, 121, 122, 235
Economics - 200, 201
Career Development - 115, 200
Chemistry - All courses p 32-33
Chinese - 101, 102, 103
Criminal Justice - All courses p 33 except 102
Drama - All courses p 34
Education - 200
Engineering - All courses p 34
English - All courses 101+ p 34-35
Forestry - 101, 102, 103
French - All courses p 36
Geography - 100, 200, 205
Geology - All courses 101+ p 36-37
German - All courses p 37
History - All courses 110+ p 37-38
Home and Family Life Education - All courses p 38-39
Journalism - 100, 200, 210, 250
Mathematics - All courses 101+ p 40
Music - All courses p 41-42
Nursing - All courses p 42 - (RN)
Oceanography - 101
Philosophy - All courses p 42-43
Physical Education - All courses p 43
Physical Education Professional - All courses 190+ p 43-44
Physical Science - 100
Physics - All courses 114+ p 44
Political Science - All courses 201+ p 44
Psychology - All courses 100+ p 45
Reading - 100, 111
Social Science - 100
Sociology - All courses 110+ p 47
Spanish - All courses p 47
Speech - All courses p 47-48
Swahili - 100

ADVISOR'S NAME _____

TODAY'S DATE _____

INSTRUCTIONS THE PURPOSE OF THIS QUESTIONNAIRE IS TO SEEK YOUR AID IN THE ASSESSMENT OF ACADEMIC ADVISING AT W.S.U. YOUR ANSWERS WILL BE USED, AT YOUR ADVISOR'S REQUEST, TO PROVIDE HIM/HER WITH FEEDBACK AS TO THE QUALITY OF HIS/HER SERVICE TO YOU AND AS A BASIS FOR IMPROVING THIS SERVICE. PLEASE NOTE THAT NOWHERE ON THIS FORM ARE YOU ASKED TO IDENTIFY YOURSELF.

PART I ASKS FOR INFORMATION THAT WILL BE USEFUL FOR STATISTICAL PURPOSES

PART II ASKS YOU TO PLEASE INDICATE THE ONE MAIN AREA OF YOUR ACADEMIC INTEREST AT PRESENT. THE FULL TITLES OF THESE AREAS ARE LISTED AT THE BOTTOM OF THIS SHEET FOR YOUR REFERENCE IF YOU ARE UNCERTAIN ABOUT THE MEANINGS OF THE ABBREVIATIONS.

PART III IS THE MAIN PART OF THIS QUESTIONNAIRE. YOU ARE ASKED TO RATE YOUR ADVISOR'S SERVICE ON A SCALE FROM +4 TO -4 FOR EACH QUESTION. MARK THE SPACE THAT REPRESENTS THE FAIREST JUDGMENT YOU CAN MAKE.

CAUTION: USE ONLY #2 (SOFT LEAD) PENCIL. ERASE THOROUGHLY IF YOU CHANGE YOUR ANSWER.

PART I

WHAT IS YOUR CLASS STANDING?

1 2 3 4 5

ARE YOU A TRANSFER STUDENT?

YES NO

WHAT WAS YOUR MOST RECENT G.P.A.?

10 15 20 25 30 35 40

SEX

M F

ARE YOU A VETERAN?

YES NO

DO YOU THINK IT IMPORTANT FOR STUDENTS TO BE ASSIGNED TO A FACULTY ADVISOR?

YES NO

ABOUT HOW OFTEN HAVE YOU TALKED WITH THE ABOVE-NAMED ADVISOR?

NEVER ONCE TWICE OR MORE

PART II (MARK IN THE SPACE ABOVE THE ABBREVIATION)

AS AERO AG AGE AGEC AGED AGM AGRON ANTH ARCH ASST ASTR BA BAC BIOC BICL BLST BLTH BOT CD CE CT CFS CHEM
CHST CHEM COM CONS CPTS EE ECON EDUC ENGL ENGR ENVS FA FS FNIM FOR FORL GEN GENA GENB GENH GENL GENM GENP GENS
GENET GEOL HA HE HIST HORT ID IED JOUR LIBS ME MST MATH MILS MSI MUS NAM NURS OFAD PE PHAR PHIL PHYS PLP
POLS POLIC PREDE PREME PREPT PREVE PRLAW PSYCH REC RGMG SW SOST SOC SOCS SOILS SPE SPECL UND WLB ZOOL OTHER WRITE IN

PART III

HOW EASY HAS IT BEEN TO CONTACT YOUR ADVISOR?

VERY EASY

+4 +3 +2 +1 0 -1 -2 -3 -4

VERY HARD

HOW MUCH TIME DID HE/SHE TAKE WITH YOU?

PLENTY

+4 +3 +2 +1 0 -1 -2 -3 -4

VERY LITTLE

DID HE/SHE EXPLAIN ABOUT GUR'S FOR GRADUATION?

IN DETAIL

+4 +3 +2 +1 0 -1 -2 -3 -4

NOT AT ALL

DID HE/SHE EXPLAIN DEPARTMENTAL MAJOR REQUIREMENTS?

IN DETAIL

+4 +3 +2 +1 0 -1 -2 -3 -4

NOT AT ALL

WERE RECOMMENDATIONS TAILORED TO YOUR NEEDS?

VERY CLOSELY

+4 +3 +2 +1 0 -1 -2 -3 -4

NOT AT ALL

HOW VALUABLE TO YOU WERE THE ADVISING SESSIONS?

EXTREMELY

+4 +3 +2 +1 0 -1 -2 -3 -4

NOT AT ALL

ABBREVIATIONS

AS = Animal Science
AERO = Aerospace studies
AG = Agriculture, General
AGE = Agricultural Engineering
AGEC = Agricultural Economics
AGED = Agricultural Education
AGM = Agricultural Mechanization
AGRON = Agronomy
ANTH = Anthropology
ARCH = Architecture
ASST = Asian Studies
ASTR = Astronomy
BA = Business Administration
BAC = Bacteriology
BIOC = Biochemistry
BIOL = Biology
BLST = Black Studies

BLTH = Building Theory and Practice
BOT = Botany
CD = Child Development
CE = Civil Engineering
CT = Clothing and Textiles
CFS = Child and Family Studies
CHST = Chicano Studies
CHEM = Chemistry
COM = Communications
CONS = Conservation
CPTS = Computer Science
EE = Electrical Engineering
ECON = Economics
EDUC = Education
ENGL = English
ENGR = Engineering, General

ENVS = Environmental Science
FA = Fine Arts
FSC = Food Science
FNIM = Foods, Nutrition and Institution Management
FOT = Forestry
FORL = Foreign Languages
GEN = General Studies
GENA = General Studies, Liberal Arts
GENB = General Studies, Biological
GENH = General Studies, Humanities
GENL = General Studies, Linguistics
GENM = General Studies, Mathematics
GENP = General Studies, Physical Sciences

GENS = General Studies, Social Sciences
GEOL = Geology
HA = Hotel Administration
HE = Home Economics, General or Education
HIST = History
HORT = Horticulture
ID = Interior Design
IED = Industrial Education
JOUR = Journalism
LIBS = Library Science
ME = Mechanical Engineering
MST = Minority Studies
MATH = Mathematics
MILS = Military Science
MSE = Materials Science

MUS = Music
NAM = Native American studies
NURS = Nursing
OFAD = Office Administration
PE = Physical Education
PHAR = Pharmacy
PHIL = Philosophy
PHYS = Physics
PLP = Plant Pathology
POLS = Political Science
POLIC = Police Science
PREDE = Pre dentistry
PREME = Pre medicine
PREPT = Pre physical therapy
PREVE = Pre veterinary medicine or science
PRLAW = Pre law
PSYCH = Psychology

RECR = Recreation
RGMG = Range Management
SW = Social Work
SOST = Social Studies
SOC = Sociology
SOCS = Social Science
SOILS = Soils
SPE = Speech
SPECL = Special Student
UND = Undecided
WLB = Wildlife Biology
ZOOL = Zoology

PLEASE WRITE ADDITIONAL INFORMATION OR COMMENTS ON BACK

PLEASE RETURN THIS FORM PERSONALLY OR BY _____ C.A.P. OFFICE 336 FRENCH ADMIN. BLDG.

APPENDIX J

INFORMATION FOR TRANSFER STUDENTS

The chief problems faced by physics majors transferring to the University of Washington from other colleges are in determining their correct placement in physics courses and in supporting mathematics courses.

It also is necessary to determine for each transfer student the correct correspondence between course work transferred from other colleges and courses required for the Bachelor's Degree in Physics. The requirements are discussed in the first section of these notes. Each student should attempt to determine how courses he has completed elsewhere correspond to University of Washington courses. The final determination will be made by a faculty advisor in consultation with the student. In some cases, this will require that the student provide additional information about the courses he has completed, such as texts used, an outline of topics treated, and mathematical level involved.

The following notes give some general rules which should make it possible for the student to make determinations of what work he has completed with sufficient accuracy that in most cases he can go ahead with registration even before a final determination is made. In cases of doubt, a faculty advisor should be consulted before registering for courses.

1. Selecting the Right Mathematics Courses.

Students who have completed a full year of college-level calculus with analytical geometry can assume that they have completed the equivalent of Math 124, 125, and 126. They should enroll in Math 327 and/or Math 238.

Students who have completed one quarter or one semester of college-level calculus with analytic geometry should continue with Math 125. Those who have completed two quarters should continue with Math 126.

In none of the cases described above is it certain that the material treated in courses taken elsewhere is precisely what would have been treated in Math 124, 125, 126. The rules given here, however, are the best approximation possible.

Students who have taken a one-quarter or one-semester introductory course in differential equations should assume that they have completed work equivalent to Math 238.

Students who have taken a one-quarter or one-semester course devoted primarily to the calculus of several variables (partial derivatives, multiple integrals, etc.) should assume that they have completed work equivalent to Math 327. They are prepared to continue with Math 328.

Students who have taken a one-quarter or one-semester course in vector analysis (including Gauss's Theorem and Stokes's Theorem as well as gradient, divergence, and curl) should assume that they have completed work equivalent to Math 328.

Students who have completed a one-quarter or one-semester course in linear algebra (including systems of linear equations, linear transformations, and matrices) should assume that they have completed work equivalent to Math 205.

2. Selecting the Right Physics Courses.

The introductory sequence in physics for science and engineering students at the University of Washington consists of Physics 121, 122, 123, 221, and 222, and the related laboratory courses, Physics 131, 132, 133.

Students who have completed the standard five-quarter or three-semester physics sequence using calculus and including laboratory work should assume that they have completed work equivalent to all of the above University of Washington lecture and laboratory courses.

Some colleges award less than 15 credits for the introductory year of college physics. Students who transfer from such institutions should determine their placement in physics courses according to the rules stated above. They must, however, ultimately earn enough additional credits in physics or approved cognate electives so that the total of applicable transfer and University of Washington credits applied to meet the physics major requirements is at least 50 quarter hours.

Students who have completed work equivalent to the minimum mathematics requirement for the physics degree and also the equivalent of Physics 221 and 223 should plan to take Physics 321 (Autumn Quarter only). Depending on their goals, they may also wish to take Physics 324 (also offered only in Autumn Quarters).

Students who have completed still more advanced work in physics will probably have to consult a faculty advisor to select appropriate courses.

3. Other Courses.

Transfer students should read carefully the earlier sections on degree requirements and information for entering freshmen. Those sections describe the full requirements and contain advice on how to fulfill those requirements outside of Physics and Mathematics.

Transfer credits in Humanities and Social Sciences are applicable to the University of Washington distribution requirements if their exact correspondence to University of Washington courses was not determined by the Admissions Office Evaluator, the determination of how courses apply to the Distribution Requirements is made by a faculty advisor in consultation with the student.

Students who have completed a one-year introductory course in physics using calculus and including laboratory ordinarily should plan to take Physics 221 next. Such students will find that they have already covered part but not all of the work included in Physics 221 and 222. At the same time, they will not have covered some topics treated in Physics 121, 122, 123. The best compromise for future work is to assume that the first year of the University of Washington sequence has been completed while the second year has not.

Students who have completed only one quarter or one semester of an introductory physics course using calculus and with laboratory should continue with Physics 122 and 132. Those who have completed two quarters should continue with Physics 123 and 133.

Students who have completed a one-year college physics course without calculus, including laboratory, and who have completed a full year of calculus may wish to continue with Physics 221. This is ordinarily the best choice if the student earned good grades (A's) in the introductory course. In other cases, the student may wish to take one or more quarters of the Physics 121, 122, 123 series first as review. (A maximum of 15 credits in 100-level physics courses may be counted toward graduation.)

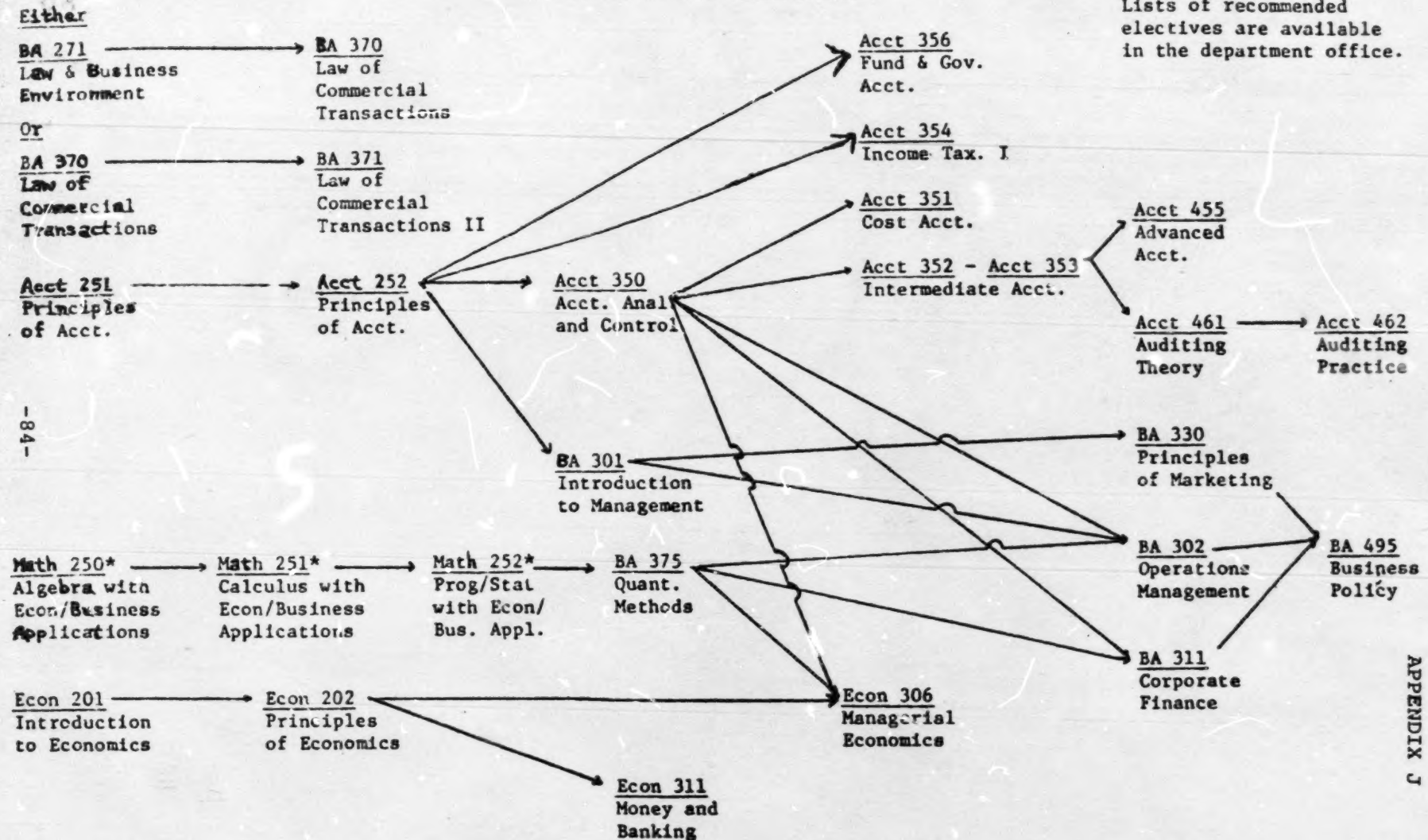
Students who have completed two years of college mathematics beginning with calculus, but who have completed only one year of physics (with calculus) may take Physics 321, 322, 323 along with the 200-level physics courses. Physics 324, 325 should not be taken unless a phenomenological introduction to modern physics similar to Physics 221 has been completed first. By combining 200- and 300-level physics courses in this way, it is possible to reduce the time needed to complete intermediate-level physics courses. It must be noted, however, that such a combined program is quite demanding of the student.

The required 100-level physics courses carry a total of 15 credits at the University of Washington. This is also the maximum amount of credit in 100-level physics courses that normally can be counted toward degree requirements at the University of Washington. Students who earn more physics credits at this level through any combination of University of Washington credits and transfer credits should be aware of this restriction.

SEQUENTIAL FLOW-CHART OF COURSES REQUIRED IN THE ACCOUNTING MAJOR
1975-76 Catalogue

WESTERN WASHINGTON STATE COLLEGE

Lists of recommended
electives are available
in the department office.



-84-

APPENDIX J

*Transfer students should consult faculty advisors concerning course equivalents.

APPENDIX K

RELATIONSHIP OF STUDENT TUITION AND OPERATING FEES TO UNDERGRADUATE EDUCATIONAL COSTS 1972-73 Through 1975-76

	Fiscal Years			
	1972-73	1973-74	1974-75	1975-76
<u>Universities</u>				
Educational Costs	\$1,728	\$1,880	\$2,061	\$2,238
Percentage Relationships*				
Resident	26.2%	24.1%	22.0%	20.2%
Nonresident	85.1%	78.2%	71.3%	65.7%
<u>Three State College Average</u>				
Educational Costs	\$1,606	\$1,858	\$1,934	\$2,028
Percentage Relationships*				
Resident	21.8%	18.8%	18.1%	17.2%
Nonresident	75.6%	65.3%	62.7%	59.8%
<u>The Evergreen State College</u>				
Educational Costs	\$2,870	\$2,690	\$3,085	\$3,200
Percentage Relationships*				
Resident	12.2%	13.0%	11.3%	10.9%
Nonresident	42.3%	45.1%	39.3%	37.9%
<u>Community Colleges</u>				
Educational Costs	\$1,124	\$1,206	\$1,300	\$1,417
Percentage Relationships*				
Resident	18.3%	17.0%	15.8%	14.5%
Nonresident	56.8%	52.9%	49.1%	45.0%

Current tuition and operating fees charged to students: UW, WSU, \$453.00; CWSC, \$361.50; EWSC, WWSC, TESC, \$349.50.

SOURCE: Council for Postsecondary Education, POLICY RECOMMENDATIONS: A SYSTEM OF ESTABLISHING TUITION AND FEES AS A PROPORTION OF EDUCATIONAL COSTS, Olympia, Wa, May, 1976.